Maryville College Bulletin 1969 1970

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COLLEGE
MARYVILLE, TENNESSEE

SESQUICENTENNIAL YEAR CALENDAR—1969-1970

June 2 — 150th Commencement. Theme: "Our Past is Prologue"

1969

Summer Term

June 9-27 — Session I
June 30-*July* 18 — Session II
July 21-*August* 8 — Session III

Fall Term

September 2-4 — Workshops for Faculty and All-College Council
September 5 — New students report
9:00 a.m.—Residence halls open
12:00 noon—Buffet luncheon for new students and parents
2:00 p.m.—Assemblies for new students and parents, followed by reception in Chapel courtyard
September 6 — Testing and orientation of freshmen; registration of transfers
September 8 — Registration for freshmen and returning students
8:15 p.m.—Opening academic convocation
September 9 — 8:00 a.m.—Classes begin
September 19-21 — First Sesquicentennial Weekend. Theme: "Man's Search for Patterns in Education"
October 17-18 — Homecoming
October 19 — Founder's Day
October 21-22 — Comprehensive examinations for graduating seniors
November 7-9 — Second Sesquicentennial Weekend. Theme: "Man's Search for Patterns in Urban Living"
November 9 — "The Messiah"
November 14 — Classes end

Interim Term

November 19 — Classes begin
November 27-28 — Thanksgiving Holiday
December 12-14 — Third Sesquicentennial Weekend. Theme: "Man's Search for Patterns in World Affairs"
December 17 — Classes end

1970

Winter Term

January 5 — Registration
January 6 — 8:00 a.m.—Classes begin
January 14-15 — January Meetings
March 6-8 — Fourth Sesquicentennial Weekend. Theme: "Man and his Environment"
March 13 — Classes end

Spring Term

March 23 — Registration
March 24 — 8:00 a.m.—Classes begin
March 29 — Easter Sunrise Service
April 21-22 — Comprehensive examinations for graduating seniors
May 1-3 — Fifth Sesquicentennial Weekend. Theme: "Man's Search for Patterns in the Arts"
May 2 — World Premiere of Oratorio, "Abraham," by Richard Yardumian
May 29 — Classes end
May 30 — Alumni Day
3:00 p.m.—President's Reception for graduates and their parents
May 31 — Baccalaureate Sunday
June 1 — 151st Commencement. Theme: "Our Reach, Our Grasp"

Summer Term

June 8-26 — Session I
June 29-*July* 17 — Session II
July 20-*August* 7 — Session III

Bulletin of Maryville College

MARYVILLE, TENNESSEE 37801 • 615 / 982-6412

Annual Catalog Issue

Announcements for 1969-1970

The College reserves the right to make necessary changes without further notice

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MARYVILLE COLLEGE: PAST AND PRESENT

MARYVILLE COLLEGE: PAST AND PRESENT

As one of the fifty oldest colleges in the United States, Maryville shares a strong pioneer heritage. Like many other colleges founded when the country was young, it grew out of a faith in the power of God and education to insure a society in which man could live in freedom and dignity. The story of Maryville College is the story of the remarkable achievement possible when the chief endowment of an institution consists not of material resources, but of human lives.

The First Phase

In 1811 the Reverend Dr. Isaac Anderson, a native Virginian of Scotch-Irish stock, came to the frontier town of Maryville, Tennessee, as pastor of the New Providence Presbyterian Church and teacher in a small academy where a few students studied general literature and theology. In the course of the circuit riding through which he hoped to broaden his ministry, he became discouraged over the destitution that he found everywhere and the lack of education to overcome it. When his efforts to import ministers and educators failed, he resolved to meet the needs by recruiting potential leaders from among the Appalachian settlers and training them in the area. Consequently, under his leadership the Presbyterian Synod of Tennessee, on October 19, 1819, adopted a plan for the establishment of the Southern and Western Theological Seminary, which in 1842 was to be renamed Maryville College.

During Dr. Anderson's presidency, from 1819 until his death in 1857, the basic character of the institution was formed. Himself a thorough scholar, he set high standards of scholarship. Himself an indefatigable worker imbued with zeal for service, he inspired similar industry and zeal in others. His aim was to produce leaders in whom soul, mind, and body were developed in unity and harmony.

The school was from the beginning open to students of all races, religions, and social backgrounds. In the early student body were several Indians and a freed slave. Maryville continued to educate Negroes until they were barred by a state law in 1901, and it reopened its doors to them immediately following the 1954 Supreme Court decision. Although most of the first students were from the South, three young men walked all the way from New Hampshire, and others came from Pennsylvania. The numbers from other sections were to increase steadily in the years ahead.

Disruption by the Civil War

In 1857 Dr. Anderson was succeeded as president by the Reverend John J. Robinson, under whose leadership the enrollment increased from sixty to over one hundred. The College seemed on its way to rapid growth. But with the outbreak of the Civil War, it closed for five years, the War dividing the Maryville students and faculty as it had the remainder of the country. Some left to fight with the North; others with the South. Many of the students were killed or died in army hospitals. Had any returned five years later, they would have found the buildings destroyed and the faculty scattered.

In 1866, however, largely through the efforts of Professor Thomas Jefferson Lamar, a loyal alumnus, the College reopened. On September 5, 1866, Professor

Lamar, described as "acting-president, acting-faculty, and acting-janitor," rang the College bell. Thirteen young men responded.

Post War Growth

Dr. P. Mason Bartlett was called in 1868 to be the third president. Friends of the College raised money for a new site, and the next year Anderson Hall provided the most spacious quarters the College had known. Within two years two new dormitories, Baldwin Hall and Memorial Hall, stood on either side of Anderson.

Growth from that time was rapid. In 1866 there were 13 students; in ten years there were 150; and in twenty years, almost 300. Course offerings became more varied, as did methods of presentation. A chair of English Language and Literature was established in 1884 and a chair of the Natural Sciences in 1887. Maryville became one of the first colleges in the South to admit women students. Dr. Samuel Ward Boardman served as president from 1889 until 1901, when Dr. Samuel Tyndale Wilson became the fifth president.

Into the Twentieth Century

During the twenty-nine years of Dr. Wilson's presidency came the greatest progress yet achieved. By 1930 enrollment had doubled, as had the number of buildings; financial assets were increased from $250,000 to $2,500,000; and the raising and stabilizing of scholastic standards went steadily forward. The number of courses was increased and a greater amount of specialization provided for. The closing of the preparatory department in 1925, because of the growth of public schools, made possible full concentration on the development of the College.

With the inauguration in 1930 of Dr. Ralph W. Lloyd as sixth president, the strength and influence of the College continued to grow. The permanent assets increased to over $7,000,000. Curriculum changes included the introduction of independent study and comprehensive examinations. Dr. Lloyd inaugurated a long-range development program which has been continued and augmented under the leadership of the seventh president, Dr. Joseph J. Copeland.

Maryville Today

In recent years the College has been able to increase its service to the community and to a larger number of students. The initial phase of the development program culminates in the sesquicentennial celebration in 1969-70. Already assets have increased to $13,500,000 as the College expands its physical facilities to meet the growing need. Extensive curriculum revision in 1967 represented a continuation of the long tradition of adapting the curriculum to keep pace with the times.

The present staff is composed of approximately 80 faculty members and administrative officers. The 790 students enrolled in 1968-69 represented 39 states and 10 foreign countries. Today Maryville College, with a background of 150 years marked by crises—even the threat of annihilation—but also by resilience under inspired leadership, confidently works to keep faith with its founders by serving the needs of the present and anticipating the needs of the future.

Purpose and Objectives

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowing and doing the truth is a single pursuit, the paths leading to it are numerous. An education that truly liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once the student has the security of knowing what the assumptions are, he is free to ask questions, to doubt, and to evaluate as he searches for his own answers and attempts to establish his own identity and his own assumptions. He is led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. He is aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships, an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare him to continue his education throughout life. The curriculum is designed to equip him to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community, Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activities—intellectual, religious, social, cultural, physical—are coordinated so as to prevent distracting fragmentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

Accreditation

Maryville College is officially accredited by the national, regional, and state accrediting bodies. It is a member of the Southern Association of Colleges and Schools, the official accrediting body for the South; is a liberal arts college member of the National Association of Schools of Music; and is approved by the State of Tennessee Department of Education, and other principal educational associations and institutions.

The College is an institutional member of the National Commission on Accrediting, the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, the American Association of University Women, the National Collegiate Athletic Association, the Presbyterian College Union, the Tennessee College Association, and related groups.

Church Relationship

Maryville College is connected organically with the United Presbyterian Church in the United States of America, and its directors are elected by the Synod of Mid-South of this Church. All major denominations are represented in the faculty and student body.

Students and faculty are encouraged to participate in the programs of the local churches and the Vesper services which are conducted in the College Chapel every Sunday evening.

The Location

The College is in Maryville, Tennessee, 16 miles from Knoxville, near one of the two main Tennessee entrances to the Great Smoky Mountains National Park. The surrounding communities, the City of Maryville and its twin City of Alcoa, site of large aluminum plants, have a population of more than 30,000.

The campus is easily accessible by bus or plane. Buses run frequently be-

tween Knoxville and Maryville and from Chattanooga and Atlanta through Maryville at scheduled times. The American, Delta, Piedmont, Southern, and United Airlines have daily planes to the Knoxville Municipal Airport, which is only four miles from the Maryville campus.

The Campus

The Maryville College campus of 375 acres, at an elevation of 1,000 feet, is one of unusual natural beauty. About one-third of this area constitutes the central campus on which the 24 buildings and the athletic fields are located. The remainder is fields and a woodland containing a picnic area and a naturally formed amphitheatre.

Major buildings include *Anderson Hall,* oldest of the present College buildings dating from 1869. On the first floor are the College offices, and on the second and third floors the classrooms and offices of the Departments of English, Foreign Languages, and Philosophy and Religion. *Fayerweather Hall,* built in 1898 to house the Science and Mathematics Department, now contains the campus center and the offices of student organizations and publications. *Thaw Hall,* built in 1920-1921, houses the library on the lower levels and on the upper the Departments of History, the Social Sciences, and Education.

The *Fine Arts Center,* built in 1950, is of striking contemporary design. It contains a music hall, classrooms, studios, practice rooms, painting and sculpture studios, an art gallery, a library, offices and a lounge. The *Samuel Tyndale Wilson Chapel,* dedicated in 1954, is also of contemporary design. The complex contains a 1200-seat chapel auditorium, a smaller chapel, a completely equipped theatre seating 450, classrooms, rehearsal rooms, and offices.

Residence halls include the *Margaret Bell Lloyd Residence for Women,* built in 1959 and named in honor of the wife of President Emeritus Ralph W. Lloyd. It has rooms for 96 women on the second and third floors. *Pearsons Hall,* with the College Dining Room on the first floor, has rooms for 128 women on the three upper floors. *Carnegie Hall,* a men's residence, houses 188 students; and *McLain Memorial Hall,* another men's residence, houses 72 students. The *Davis Residence for Women,* built in 1966 and named in honor of Dr. and Mrs. E. W. Davis, has rooms for 120 women. Dr. Davis was a former member of the faculty.

Two other new residences, one for women and one for men, were also completed in 1966 with rooms for an additional 120 women and 126 men. Built to the same plans and specifications as the *Davis Residence for Women,* they contain units for a counseling program called Small-Group Living, a new concept in residence design.

The newest building on the campus is the *Sutton Science Center.* The architects, in consultation with the science faculty and special advisers, have utilized a modular concept in designing the building in order to provide for maximum flexibility and adaptability to new teaching and laboratory methods. It houses the Biology, Chemistry, Mathematics, Physics, and Psychology departments.

Scheduled to open in September, 1970, a new Health and Physical Education Building is now under construction.

. Anderson Hall
. Carnegie Hall
. Anderson Annex
. Memorial Hall
. Health and Physical Education Building (under construction)
. Alumni Gymnasium
. Bartlett Hall
. Swimming pool
9. Intramural Gymnasium
10. Fayerweather Hall
11. Student Center
12. Thaw Hall
13. Bookstore
14. Willard House
15. Margaret Lloyd Residence for Women
16. Pearsons Hall
17. Infirmary
18. Fine Arts Center
19. Chapel
20. Theatre
21. Women's Residence No. 1
22. Davis Residence for Women
23. Men's Residence No. 3
24. Sutton Science Center
25. Greenhouse

The Library

Lamar Memorial Library, one of the largest college libraries in Tennessee, holds a central place on the campus both geographically and academically. Remodeled and enlarged in 1966, its open stacks make 86,000 books easily accessible for course assignments, reference, research, and recreational reading. Added resources include files of over 700 periodicals and 15 daily newspapers, some on microfilm, microfiche and microcard; also valuable pamphlet and picture collections.

Located in Thaw Hall, the Library occupies three levels, including the Maryville College Museum and the Elizabeth Gowdy Baker Art Collection. Each year about $29,000 is expended to acquire new library material, with special emphasis on the changing curriculum and encouragement of independent studies. Grants from both the Ford and Kellogg foundations as well as the Federal government have substantially augmented Library funds in recent years.

The Library is much more than a storehouse of knowledge. A competent staff provides students with personal guidance in utilizing the library resources, securing inter-library loan service, and stimulating broader interests through displays. Diversified study space is available in two reading rooms, five stack areas, attractive browsing alcoves, study carrels, and conference rooms. A copy-machine, microfilm, microfiche and microcard readers are provided for student use. Above all, the Library provides an open door to the wisdom of the past and the challenge of the present as preparation for the future.

Alumni Association

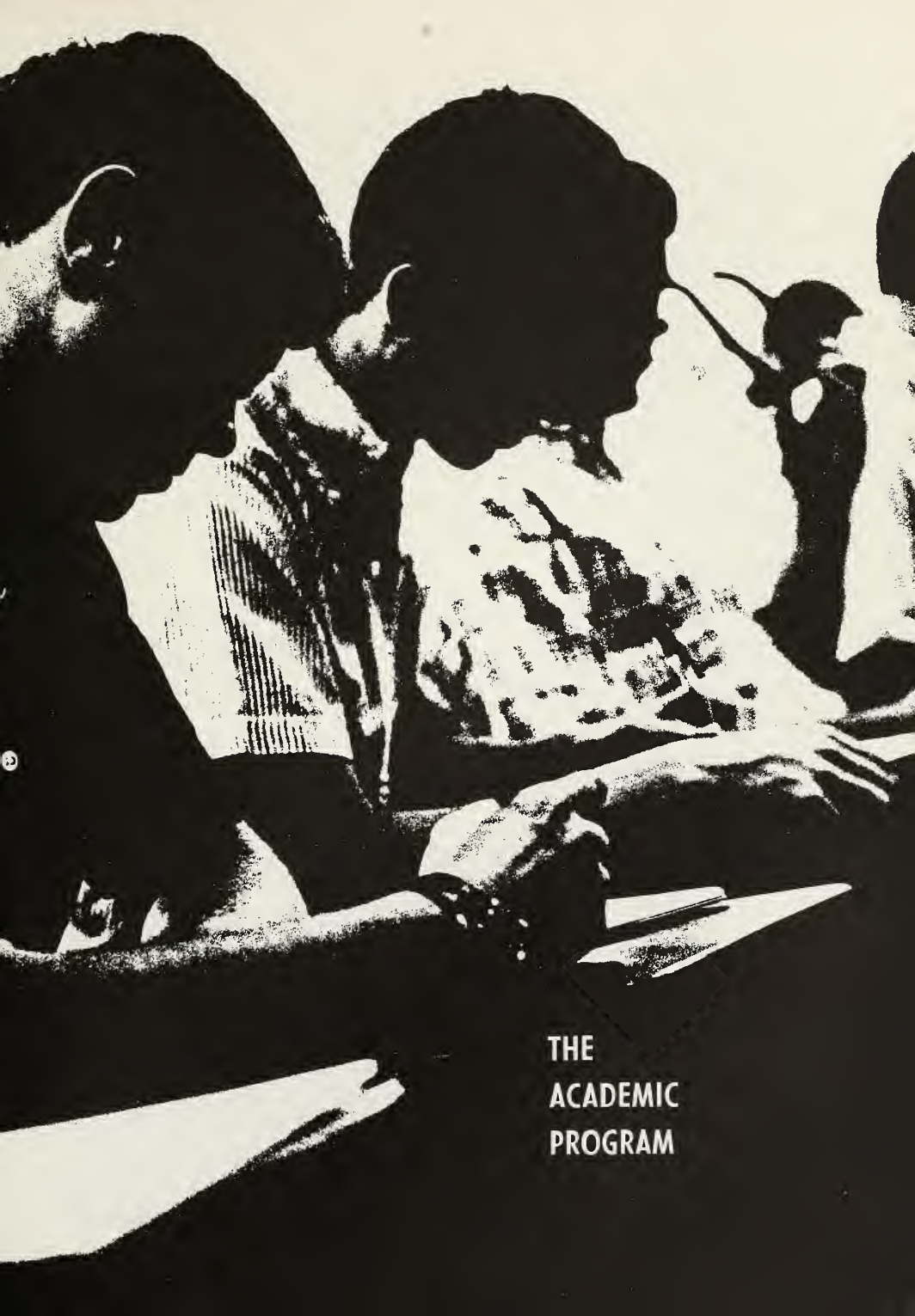
The Maryville College Alumni Association, formed in 1871, has over 6,000 living members, many in important positions in the arts and sciences, the professions, business and government. The Association holds an annual meeting during Commencement Week, when a dinner is given and awards are presented to distinguished alumni. The Association is also active during the Homecoming festivities in the fall.

College Publications

The official publication of the College is the *Maryville College Bulletin,* issued nine times a year to those who apply for it. One issue of the *Bulletin* is the *Annual Catalog.* The *Student Handbook,* issued annually, provides general information about the College and the student organizations. It is a guide to assist new students in adjusting themselves to their environment. A supplement to the *Handbook* is *Cues for Coeds,* a handbook for women students.

College Station Post Office

A branch of the United States Post Office at Maryville is located on the campus. All the usual post office conveniences are available, and mail is delivered to individual student boxes in the post office. Student mail should be addressed to the College Station, Maryville, Tennessee 37801, adding the post office box number of the student.



THE ACADEMIC PROGRAM

THE MARYVILLE COLLEGE ACADEMIC PROGRAM

A new calendar and curriculum for Maryville College became effective in September, 1967. The calendar divides the school year into 3 ten-week terms and a four-week interim term. The addition of a ten-week summer term facilitates acceleration for those who want to complete the requirements for graduation in less than four years. The scheduling of vacations between terms helps to insure periods of unbroken concentration.

Fall Term		Interim	Vacation	Winter Term	Vacation	Spring Term	Vacation	Summer Term
3 Courses		1 Course		3 Courses		3 Courses		3 Courses
10 Weeks		4 Wks.		10 Weeks		10 Weeks		10 Weeks

The student will normally take three courses during the ten-week terms and one during the interim. Although during the academic year he will take the same number of courses that he would take under more conventional systems, the shortening of terms with the corresponding reduction of number of courses per term allows for greater concentration during a period generally considered to be optimum. The four-week interim term, designed to stimulate interest and initiative by introducing a change of pace and method, frees the student from normal class schedules so that he may explore one subject in depth.

The Core Curriculum

The innovations in curriculum have been made to take into account the latest developments in education. In the conviction that a liberal education is, in the final analysis, the most practical education, the College continues to offer a core with a broad base in the humanities, the natural sciences, and the social sciences. A recognition of the demands of the future, however, has led to these new emphases: (1) interdisciplinary and coordinated multidisciplinary approaches to make clearer the interrelationships among the various fields of learning; (2) a stronger focus on non-Western studies and on social and political issues to encourage more informed participation in world affairs; (3) the introduction of a philosophy course in the freshman year to stimulate from the beginning of the college career a greater concern with values; and (4) more opportunities for independent study in order to place on the student a gradually increasing responsibility for his own education.

The core of the curriculum includes the following courses and requirements:

English—Courses 101-102, to be taken concurrently with History 101-102.

Fine Arts—Interdisciplinary Course 201.

Foreign Language—Demonstration of competency equal to that achieved at the end of four terms of college language study. The requirement may be met in one of three ways: (1) passing a proficiency examination; (2) completing satisfactorily courses 201-202 in a language begun in high school; (3) completing satisfactorily four terms of a language begun in college.

The student will not receive course credit upon passing a proficiency examination, but he will have the advantage of additional electives. No credit will be given for courses 101-102 unless followed by courses 201-202, except that a student who has completed the core requirement in foreign language with an average of at least C may receive credit for the satisfactory completion (C or better) of one year of a second language.

In choosing a foreign language the student should consult the language requirements of the various majors described under *Courses of Instruction*.

Health and Physical Education—Two periods of activity per week during six terms of the freshman and sophomore years.

History—Courses 101-102, to be taken concurrently with English 101-102.

Natural Science—Interdisciplinary Courses 101-102.

Non-Western Studies—Interdisciplinary Course 301.

Philosophy-Religion—Philosophy 101, Religion 201, and one other course in philosophy or religion.

Social Science Seminar—Two terms to be chosen from Interdisciplinary Courses 401, 402, 403.

Areas of Specialization

At the end of his freshman year the student will choose an area of concentration from the disciplines in which major sequences are offered:

Art
Biology
Chemistry
Economics
English
Elementary Education
Foreign Languages
History
Mathematics
Medical Technology
Music
Physics
Political Science
Psychology
Religion
Sociology

The major consists of a sequence of a minimum of ten courses and a maximum of twelve in the subject selected, including two courses in Independent Study in that area, with the addition of such related courses as may be prescribed. Minor sequences as such are not recognized, but each major sequence is accompanied by a group of prescribed related courses designed to broaden the student's preparation in subjects allied to his special interest. No course with a grade of D may be counted in the major sequence.

In selecting a major the student is free to confer with his freshman adviser and various persons qualified to give him counsel. When he has made his choice he must consult the designated adviser, usually the chairman of the department, in the discipline of his choice. Details of the requirements for each major are found under *Courses of Instruction* at the head of the course offerings in each discipline in which a major is offered.

Requirements for Graduation

The College confers the degree of Bachelor of Arts when the student has fulfilled the following requirements: (1) completion of at least forty-three courses, including core courses, four interim courses, three units of "Community Issues and Values," and major requirements, with an average grade of at least C for all courses undertaken; and (2) satisfactory performance on a comprehensive examination over the major in the senior year.

Degrees are formally conferred at the annual Commencement in June, although requirements may be completed at other times during the year. The last two terms of course work must be taken in residence.

Planning a Schedule of Courses

The student ordinarily plans his entire year's work and registers only once during the year, with the privilege of making changes, including the addition or dropping of any class, lesson, or scheduled activity, at the beginning of each term. Registration for all classes and for private lessons is conducted by the Registrar's Office, and all changes must be approved there. Students who register after the designated date pay a late registration fee.

Classes are scheduled in seventy-minute periods five days a week, Monday through Friday. The number of class periods scheduled for each course will vary according to the requirements of the course as determined by the individual departments, but scheduled classes and the outside work for each course will occupy approximately one-third of the student's class and study time. The "Community Issues and Values" course meets one period a week.

The following plan for the four years shows the way in which the core requirements, the major requirements, and the electives fit into a typical program. Variations are, of course, possible and occasionally desirable for certain majors. The student will use the electives in the freshman and sophomore years to fulfill the language requirement; to explore areas in which he may wish to specialize; or, if he has already chosen a major, to fulfill requirements for prerequisites and related courses. He will need to consult his freshman adviser and later his major adviser as to the best use of the electives.

Freshman Year

Fall Term:	Philosophy 101, Interdisciplinary Course 101 (Science), Elective, Physical Education
Interim Term:	Freshman Course (continuation of emphasis on library orientation, research method, and composition begun during the fall term)
Winter Term:	English 101, History 101, Elective, Physical Education
Spring Term:	English 102, History 102, Interdisciplinary Course 102 (Science), Physical Education

Sophomore Year

Fall Term:	Interdisciplinary Course 201 (Fine Arts), 2 Electives, Physical Education
Interim Term:	Sophomore Course
Winter Term:	Religion 201, 2 Electives, Physical Education
Spring Term:	3 Electives, Physical Education

Junior Year

Fall Term:	Interdisciplinary Course 301 (Non-Western Studies), 2 Major Courses
Interim Term:	Junior Course
Winter Term:	2 Major Courses, Elective
Spring Term:	Major Course, Philosophy or Religion, Independent Study

Senior Year

Fall Term:	Independent Study, Major Course, Interdisciplinary Course 401 (Social Science Seminar)*
Interim Term:	Senior Course (in the major field)
Winter Term:	Interdisciplinary Course 402 (Social Science Seminar),* Major Course, Elective
Spring Term:	Major Course, 2 Electives

*This course will be offered all three terms, but the student will choose only two. Those planning to teach will use the off term for scheduling a block of time for student teaching. Others will have an elective.

Community Issues and Values

Initiated in the fall of 1968, the Community Issues and Values series involves the entire student body and faculty. Programs are scheduled once per week for a full period (usually on Wednesday, but occasionally on other days as the schedules of invited speakers may make necessary). Some of the programs will involve outstanding persons from the national or international scene; others will be conducted by Maryville College students or faculty. The objective is to bring before the entire college community the crucial issues of the day in religion, politics, economics, social relations, and personal living, and the kinds of values with which those issues may be dealt. Only with such immediate confrontation with issues and values can responsible discussion and action take place.

Course credit is granted for participation in the Community Issues and Values programs on the basis of one unit for each thirty periods of attendance. Three units are required for graduation.

Interim Courses

During the four-week interim term students have the opportunity to participate in courses both on and off campus, involving lecture sessions and independent work in the library or laboratory. Faculty members who will be directing interim courses make available descriptions of their particular course, and students are assigned to courses of their choosing in groups of approximately twenty.

Freshmen participate in on-campus courses which include a continuation of the emphasis upon library usage, research methods, and composition begun during the fall term. Sophomores and juniors choose from the list of courses offered for upperclassmen; at least one of the courses chosen must be in a field outside his major. Seniors undertake courses in their major disciplines, which may be individualized reading programs, seminars with other seniors in that discipline, independent research in the library or laboratory, or whatever the student and his adviser consider most profitable.

Independent Study

Each student carries, under the supervision of a faculty member in the major discipline, a program of Independent Study which is the equivalent of one course for each of two terms. Ordinarily he begins the study in the spring term of the junior year and completes it in the fall term of the senior year. Adjustments in scheduling are permitted, however, for the student who does not have a sufficient background of work in his major to begin the study in the spring term or for one who needs to free the fall term for student teaching. No student will be allowed to begin the Independent Study until he has successfully completed 24 courses. In a few majors the study is normally specified for the senior year, but if the student is to be graduated in June, he should plan to complete the study by the end of the winter term of his senior year.

The work may take the form of a coordinated program of reading, or it may represent investigation or experimentation. The primary aim is to give students the threefold values of (1) the freedom for individual study, (2) the direct benefit of personal faculty guidance, and (3) the practical discipline of the processes

and usages of scholarly method and a more intimate and extensive acquaintance with research materials.

The study is reported in a written paper or thesis which conforms to the format and style determined by the Independent Study Committee. When the final report has been approved by the department supervisor, the Independent Study Editor, and the Chairman of the Independent Study Committee, it receives a final grade of S, or Satisfactory.

The reports are uniformly bound and are kept in the library for three years. At the end of that time, if the major department considers the study of sufficient value, it becomes a permanent part of the library collection. Otherwise the study may be claimed by its author, or, if he is willing, it may be filed by the major department.

English Proficiency Examination

One of the marks of an educated person is his ability to communicate effectively in writing. A great deal of time and effort are devoted in the Maryville curriculum to helping students develop proficiency in the use of written English. Special laboratory opportunities are available to those who need to correct deficiencies.

A proficiency test in English is given to all juniors each year during the fall term. Each student is asked to write a 500-word essay on a topic chosen from a group of topics of current interest. The paper is read by two or more members of the English staff, who consider its organization and structure, its grammatical correctness, and its over-all literary quality. Those whose writing is not satisfactory will be required to do further work in the English Laboratory until they have attained an acceptable level of competence.

Comprehensive Examinations

In the final term of the senior year, each student must pass a comprehensive examination as one of the requirements for the degree. The examination deals with subject matter of the student's major field and may include the prescribed related subjects. The Advanced Test of the Graduate Record Examination is required as part of the comprehensive examination in major fields for which the tests are available. The purpose of the comprehensive examination is to encourage the student to develop retentiveness and to integrate the subject matter of his field.

A quality-point equivalent is established for each grade level on this examination, and the student's performance on it becomes a part of his total record. A grade of C carries no quality points; B, 2; A, 4. A grade of D calls for a deduction of 2 quality points; a grade of F, for a re-examination at one of the regular times for the comprehensive examinations. A student will be allowed no more than two re-examinations, and to be graduated he must attain a passing grade within two years of his first failure. Re-examination is permitted only in case of failure.

The quality average of the student's course grades and his comprehensive examination must be C (standing of 2.0) or better on all work undertaken. This standing is computed by dividing the sum of quality points received on the comprehensive examination and all courses, by the total number of courses undertaken.

Pre-Professional Preparation

The student who plans to prepare for admission to a professional school should select his major with this in view. It is advisable that he decide as early as possible on the particular institution he expects to enter so that he can plan his pre-professional curriculum in that direction. The following comments may be helpful to those who are looking forward to specialization in these areas:

Engineering—The student who desires a broad foundation for the study of engineering may well invest two or more years at a liberal arts college. The recommended curriculum is the mathematics or physics major.

Law—Political science is the usual major, but other majors are acceptable. Electives in speech are advised. Maryville is one of a small number of colleges designated to receive each year a full tuition scholarship from the University of Chicago Law School, awarded to a student nominated by the College faculty. Similar scholarship arrangements are in effect with the law schools of Tulane University, Vanderbilt University, and the University of Tennessee.

Library Science—A liberal arts background is especially important to those who plan graduate work in library science. The choice of the major field can be determined by the student's interests. He should be aware of new opportunities in specialized library work in such areas as law, medicine, music, and the sciences. Freshmen who are thinking of library science as a profession would find it helpful to talk with members of the College library staff.

Medicine and Related Professions—Maryville College holds an excellent record in the preparation of students for medical schools. In the study of the U. S. Public Health Service entitled "Baccalaureate Origins of 1950-1959 Medical Graduates" the College is shown to place in the top 25 per cent of all colleges nationally in the actual number of male graduates receiving the M.D. degree in the period, with a male M.D. index of 4.3 per cent of the male enrollment. Students planning to study medicine, dentistry, or veterinary medicine usually follow a pre-medical curriculum in either the biology or the chemistry major. Those who plan to enter vocations related to medicine, such as pharmacy and nursing, should likewise follow the pre-medical curriculum. Those who plan to enter medical technology will find the program outlined under *Courses of Instruction*.

The Ministry and Christian Education—The student who plans to continue his education in a theological seminary in preparation for the ministry or for Christian education may follow any one of several fields of concentration. Favored majors are English, history, psychology, religion, and sociology, with strong elective work in philosophy. The pre-ministerial student is advised to fulfill the core language requirement with French or German and to take Greek as a second language. Before selecting his major, a student planning to enter the ministry or professional Christian education may profit from a conference with the College Chaplain or with the Chairman of the Department of Philosophy and Religion.

Teaching—Those who plan careers in public school teaching should consult the Education section under *Courses of Instruction*. Those interested in college teaching will find it helpful to discuss their plans with their major advisers and other members of the faculty.

Off-Campus Programs

The programs listed below will be of interest to students who wish to supplement and broaden their undergraduate background with off-campus study:

JUNIOR YEAR ABROAD

An increasing number of Maryville students are taking advantage of opportunities for study abroad during the junior year. The College cooperates in the planning of these programs and in arranging credit for the year of study off campus. Those interested should consult the Academic Dean early in the sophomore year for information about available programs.

MACCI PROGRAMS

Maryville is one of twelve colleges which make up the Mid-Appalachia College Council, Incorporated, a consortium of regionally-affiliated liberal arts colleges. The Council sponsors a number of programs open to students of all twelve colleges. The Mid-Appalachia Field Biology Teaching and Research Center on Norris Lake in Campbell County, Tennessee, which opened in the summer of 1967, offers work in field biology each summer. Honors seminars in biology, chemistry, and physics are offered at the Oak Ridge Institute of Nuclear Studies each winter. All MACCI programs will be publicized as they become available.

THE WASHINGTON SEMESTER

Maryville College is a participating institution in the Washington Semester Program of The American University in Washington, D. C. Students are selected to spend a semester in the nation's capital for a study of American national government in action. The study is carried out through a seminar, an individual research project, and regular courses at The American University.

The program is open to juniors and seniors, regardless of their major field of study, who have had a course in American government and have achieved a grade average of at least 2.5. Sophomores are admitted to the program in exceptional cases.

Graduate Study

Each year many graduates of Maryville College continue their education in graduate schools in courses leading to the master's and doctor's degrees. In a study by the National Academy of Sciences and the National Research Council, "Doctorate Production in United States Universities, 1920-1962," published in 1963, Maryville College was ranked in the top 17 per cent of colleges and universities in the actual number of graduates earning doctorates. This record is the more striking when it is noted that most of the institutions in the top group have enrollments many times that of Maryville College.

Maryville seniors have been notably successful in winning scholarships and fellowships to graduate schools, as indicated by the record of winners in the Woodrow Wilson National Fellowship competition and the number each year who receive fellowships awarded by individual universities.

As soon as the student becomes interested in attending graduate school, he should consult his major adviser about the opportunities available and plan his course accordingly. He should keep in mind that nearly all universities require a

reading knowledge of French or German for the master's degree and of both French and German for the doctorate. By the end of his junior year he should have selected the university, or at least the type of university, he wishes to attend, so that he can plan his senior year's work in a way that will best prepare him to meet its requirements.

Each year a number of seniors take various tests of the national Graduate Record Examination as a part of the Comprehensive Examination. The College also makes arrangements for those interested to take the Medical College Admission Test, the Law School Admission Test, and the National Teacher Examination.

Grades and Standing

Grades and quality points are recorded as follows: A, *Excellent,* 4 quality points per course, indicates distinctive creative ability and superior achievement; B, *Good,* 3 quality points per course, indicates high quality of achievement; C, *Satisfactory,* 2 quality points per course, indicates achievement of the basic requirements of the course; D, *Passing,* 1 quality point per course, indicates achievement somewhat below the average but of quality sufficient to allow credit; F, *Failed,* indicates achievement below that required for credit. WF indicates that the student was allowed to withdraw from the course with failing grade or without valid reason; the grade counts as F in computing the grade average. WP indicates that the student was allowed to withdraw from the course in good standing. I indicates that the course is incomplete for reasons beyond the student's control; the grade becomes F if the work is not completed within one term.

Grades of S, *Satisfactory,* and U, *Unsatisfactory,* are used for Independent Study courses, for Interim courses, and in cases where an elective course outside the major and related and core requirements is permitted to be taken under this condition. The student has the privilege of taking one course each year on this basis. The grade of S represents achievement at least of the basic requirements of the course and is equivalent in quality to a grade of C or higher. The grade of U does not carry credit. In activities for which course credit is not given, grades of S and U are used.

Academic standing is computed by dividing the total number of quality points by the number of courses on which the quality points were earned, including all such courses attempted. A standing of 2.0 (average of C) is required for "good standing" and for graduation. A student with a cumulative standing below C is on "academic probation." Such a student is subject to whatever limitation of courses and activities may be prescribed by the Committee on Standing. If at any time this Committee determines that such a student is not making satisfactory progress toward graduation, it has the authority to suspend him for a minimum of one term or until such time as it becomes convinced that he is ready to continue his work profitably.

A freshman must pass at least two courses by the end of the interim term, at least four courses by the end of the winter term, and at least seven courses by the end of the spring term, to be eligible for reenrollment the following term. After the first year a student must pass at least two courses each ten-week term to be eligible for reenrollment the following term.

Required and Permitted Loads

The normal student load is three courses each in the fall, winter, and spring terms and one course in the interim term. The minimum full-time load is two courses in each ten-week term. Occasionally a student of ability and scholarship may be permitted to carry a fourth course.

In addition to the regular courses, freshmen and sophomores take physical education in the fall, winter and spring terms. Other activities, such as athletics, forensics, musical organizations, theatre, and the like, are permitted as long as the student's academic standing is not affected; but students on academic probation should carry no more than one, and others are normally well advised to limit themselves to two such activities.

Attendance

Regular attendance at classes and the Community Issues and Values programs is essential to the most effective realization of the purpose and objectives of the college. Each student is expected to make his personal contribution to the intellectual, religious, and social experiences of the college community through participation in these important elements of group learning.

Each student is responsible to the faculty member concerned for his class attendance and participation. Specific requirements for each course will be determined by the instructor and announced to the class at its first meeting each term.

Attendance will be recorded at Community Issues and Values meetings, and credit will be assigned on the basis of attendance.

Dean's List

Soon after the end of each ten-week term, the Dean's Office publishes the Dean's List. It contains the names of the students who in that term achieved a standing of 3.25 or above in all work undertaken.

Freshman-Sophomore Honors Program

Students of superior ability and excellent overall scholarship may carry an independent study in courses of freshman and sophomore level in the spring term of the freshman year and in any or all terms of the sophomore year. To be eligible for freshman or sophomore honors work the student must have a standing of at least 3.0 on all college work taken up to the time of entering an honors course.

The honors work consists of independent study considerably beyond the usual materials and requirements of the course to which it is applied. It may take the form of reading, or writing, or experimentation, or any combination of these, as specified by the teacher, within the honors requirement set up by the department to which the course belongs.

Upon satisfactory completion of the honors work, with a grade of at least B on the entire course, the designation "Honors" for the course is added to the student's permanent record. Those eligible for the honors program should consult the Registrar's Office for additional information.

Graduation Honors

The distinction of *Magna Cum Laude* is conferred upon each graduate who has completed twenty or more courses at Maryville College and has attained for the full college course a standing of 3.8 for all work undertaken. The distinction of *Cum Laude* is conferred upon each graduate who has completed twenty courses or more of work at Maryville College and has attained for the full college course a standing of 3.3 for all work undertaken.

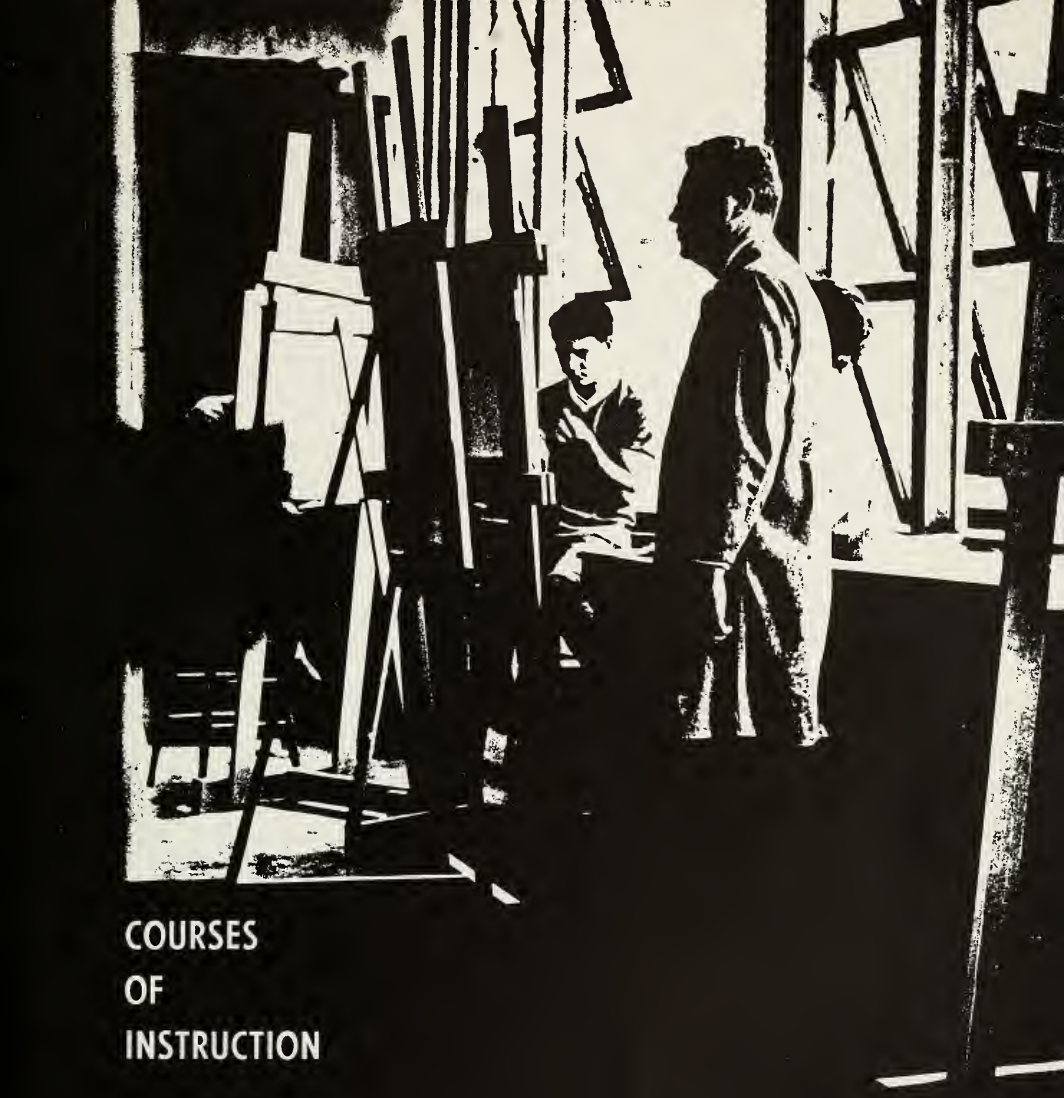
Transcripts of Credit

A transcript of credit, including statement of standing, will be issued by the Registrar on request. An official transcript will be sent to another institution or other authorized person or agency, but the student may receive only a non-official one. No transcript will be furnished until all accounts have been satisfactorily settled.

No charge is made for the first transcript when issued in the form adopted by the College. For additional copies and for the filling of special blanks, prepayment of $1.00 is required.

Placement

The College endeavors to help its graduates to secure positions and seeks to assist those who are not employed. All seniors are urged to register with the Alumni Office, to which all correspondence on this subject should be addressed. School officials and others in need of the services of college graduates are invited to report vacancies, and qualified persons will be recommended. No charges are made to either party for these services.



COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

The course descriptions on the following pages begin with the interdisciplinary courses, followed by a description of the interim courses, then the course offerings of the individual departments, listed alphabetically. The term "course" at Maryville College is used as a unit of measurement. All courses are equal in credit and are designed to occupy approximately one-third of a student's time during a ten-week term. The interim course, which occupies the student's full time for a four-week term, carries the same credit as one ten-week course. For purposes of comparison with more conventional units, each course may be regarded as the equivalent of 3 or 4 semester hours.

The courses in each discipline are numbered to indicate their level of advancement: "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank; "400" courses are open only to seniors. Course numbers written together joined by a hyphen (101-102) indicate continuous courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201, 202) indicate two-term courses with some continuity. They may be taken one without the other or in reverse order, though it is usually more satisfactory to take them in the proper sequence.

INTERDISCIPLINARY COURSES

101. Science Thought
The development of modern concepts of science and their impact on civilization.

102. Science Fundamentals
Those concepts that are the foundation of all science.
Both science courses are required of all students and form the basis for majors in the natural and physical sciences. The staffs of the Departments of Biology, Chemistry, Mathematics, and Physics participate in the presentation of these courses. The materials are presented through lecture, discussion, demonstration, and laboratory experience. Methods of audio and audio-tutorial techniques are employed. Each student is expected to design and carry through a laboratory or field experiment.

201. Fine Arts Media and Forms
A course designed to give all students exposure to the various media of artistic expression. Emphasis upon the nature of the artistic process as reflected in the pictorial art forms, music, poetry, dance, drama, architecture, sculpture, and contemporary art forms. Required of all sophomores.

208. Basic Computer Programming
A study of the operation of a digital computer and programming techniques in BASIC, BII, and Fortran for the student who wants to be able to make extensive use of a time-shared computer. Mathematical or statistical background desirable.

301. Non-Western Studies
A course which takes into account the growing need for a more informed and intelligent understanding of a non-western civilization. Focus each year on the history, culture, and contemporary problems of one specific area of Asia or Africa. Required of all juniors. The focus in 1969-70 will be on India.

401, 402, 403. Social Science Seminar
A three-term course designed to help seniors apply to current problems the knowledge acquired in the three previous years. Lectures by faculty and guest speakers, followed by discussion sessions. Two terms required of all seniors.

INTERIM COURSES

A variety of interim courses will be offered each year, the subjects determined by the special interests of the students and faculty members involved. A full description of these courses is contained in the booklet issued annually by the Interim Committee and distributed to all students at the time of registration. Most of these courses involve research, writing, and seminar presentations on campus, but a few of them include travel away from the campus, in this country or abroad. The latter usually involve some additional expense for those electing them.

Interim courses will be numbered "100," "200," "300," and "400" to indicate the classification of the student at the time he takes the course. A sophomore interim course in psychology, for example, will be designated Psychology 200; a junior interim course in chemistry, Chemistry 300. All freshman interim courses, regardless of the discipline in which they are taken, are designated English 100, for they are done in close cooperation with the English department and are considered, along with special sessions on research and writing required of all freshmen during the fall term, the equivalent of traditional courses in English composition.

Interim courses planned for 1969-70 include the following:

*Migrant Agricultural Workers: Case Studies in the State of Florida
*The New York Stock Exchange
*English Origins of Colonial America (three weeks in England and Scotland)
*Child Behavior Therapy in Appalachia
*Urban Education
Leisure: A Challenge to Living
*The Ocean
*Lakes and Streams: Physical and Chemical Aspects
Matrix Algebra for the Biological and Social Sciences
Data Analysis by Statistical and Graphical Means
Music in the Appalachians
Opera for Everyman
*Southeastern Ceramics
Exploring Artistic Creativity
*Modern European-British Theatre, 1969 (three weeks in London)
Pagan and Christian Attitudes Toward Love and Sex
War and Peace From the Christian Perspective
Goethe's *Faust*
Contemporary Germany
Spanish Drama
Shakespeare's Predecessors and Contemporaries

*Includes off-campus or overseas study or field trips.

ART

Assistant Professors Castle and Swenson, Mr. Bunse

The study of art at Maryville is primarily a cultural activity, but it also provides the foundation for advanced training for many attractive vocational possibilities in the fields of fine and commercial arts.

Major in art: 10 courses, including at least four in Art History and four in various studio media. The student's individual needs and interests will determine the specific course requirements and assignments.

All art courses are open to students majoring in other disciplines.

Art majors planning to teach in public schools will need to schedule as elective subjects the education courses required for certification.

Art History

215. Ancient and Medieval Art
A study of the painting, sculpture, and architecture of the ancient and medieval periods.

216. Renaissance Art
A study of the pictorial art, sculpture, and architecture of the Renaissance as it occurred in Italy and Northern Europe.

315. 17th and 18th Century Art
The development of art from the 17th century Dutch painters to the beginning of the 19th century.

316. Contemporary Art
A study of the visual arts beginning in the mid-19th century and continuing to the present. The emphasis will be on the experimentation of the 20th century.

319. Seminar in Visual Theory and Art Criticism
A course designed for art majors, but open to others with permission of the instructor.

Studio Art

201. Drawing
Theory and practice, with emphasis on pictorial composition. Seminar and studio.

202. Printmaking
Exploration of serigraphy and intaglio printing processes. Seminar and studio.

301. Sculpture
Theory and practice in problems concerning three-dimensional composition. Seminar and studio.

302. Painting
Theory and practice in problems concerning two-dimensional composition. Seminar and studio.

303. Advanced Painting
Studio course designed for art majors, but open to others with permission of the instructor.

351-352. Independent Study in Art
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Art Education

208. Elementary Art Education
This course will provide a background in art and art teaching methods for those preparing to teach in the elementary school. Not to be counted toward a major in art.

308. Secondary Art Education
This course, designed for art majors preparing to teach in public schools, will provide experiences in art activities best suited for high school students. Not to be counted toward a major in art.

In addition to the courses listed above, private and class applied art studio will be offered in the various art media according to the needs of the students and the instruction available. The instruction will be on a non-credit, fee basis. The various art media offered will be drawing, painting, ceramics, sculpture, and printmaking.

Prospective art majors should begin taking applied art studio courses during their Freshman year.

BIOLOGY

Professor Shields, Assistant Professor Ramger, and Mr. Brunell

Major in biology: Biology 201, 203, 205, 302, 303, 305, 351-352, 401, 402.

The student majoring in biology may also elect Biology 310 at the MACCI Field Biology Teaching and Research Center during the summer following the ninth term (or equivalent). As the content of this course will vary from term to term, its place in the required sequence will be evaluated for each student.

The requirements in the related fields of mathematics, physics, and chemistry will be determined for the individual student as he prepares his program of study with the major adviser. Competency in at least one foreign language is expected. German or Russian is preferred, but French or Spanish is acceptable.

201. Genetics
A study of the basic concepts of heredity. Gene action as it relates to cell differentiation and evolution of living things.

203. Spermatophyta
A study of the evolution and classification of the seed plants. Emphasis on local flora.

204. Monera and Protista
A study of bacteria and related forms. Stress on laboratory techniques.

205. Invertebrata
A study of the classification and distribution of principal invertebrate groups.

209. Biology of the Environment
A field-taught course in environmental awareness, presenting the basic ecological principles and biotic patterns. Primarily for majors in elementary education, but may be elected by others. Does not count toward the major in biology.

302. Vertebrata
A study of the evolution, classification, and distribution of the principal vertebrate phyla.

303. Cytology
A detailed study of the cell as a unit of structure and function.

305. Developmental Biology
A study of the factors of morphogenesis in plants and animals.

310. Field Biology
Any course taught at the Mid-Appalachia Field Biology Teaching and Research Center.

351-352. Independent Study
Independent research required of all graduates. Each student is expected to design and carry out a unit of research in an area of his choice and to record the results in a paper prepared as for publication in a scientific journal.

401. General Physiology
A study of the basic physiological processes in plants and animals.

402. Ecology
A study of ecological principles as they relate to the distribution of plants and animals.

CHEMISTRY

Associate Professor Young and Assistant Professor Ogren

The curriculum in chemistry follows a topical organization rather than the usual pattern of the conventional subject-matter fields such as inorganic, organic, analytical, and physical. The purpose of this topical pattern is to emphasize the nature of theories which help to organize chemical thinking rather than the packaging of information into the separate subject-matter fields. In this manner the curriculum can be more flexibly focused on the relationships which are fundamental to a good understanding of chemical principles. An additional aim of this curricular pattern is to place a continual emphasis on the theory, limitations, and usefulness of analytical techniques as they are used to help answer chemical questions instead of teaching them separately in pure analytical courses. In all courses laboratory work is carried out in an open-ended project fashion so that students have the opportunity to plan their experimental work as well as to perform it.

A program of chemical study in line with the goals outlined above and the courses detailed below will provide excellent preparation for graduate study in chemistry or related fields, as well as serving as a foundation for the teaching of chemistry in high schools or for enrollment in a medical school program (with additional courses in biology).

Major in chemistry: 10 term courses, including Chemistry 351-352.

Related courses required for the major in chemistry: 6 term courses in the fields of physics and mathematics, the courses varying according to the background and ability of the student. The language requirement will be taken in German or French, with German preferred.

201. Periodicity
A study of the periodic classification of the elements with emphasis on similarities and dissimilarities in properties and behavior, electronic configuration, and stable valence and oxidation states. Laboratory work deals with the separation and identification of ions by techniques which include chromatography and complex ion formation.

202. Equilibrium
Chemical equilibrium is approached through the concepts of free energy changes and the law of mass action. Major emphasis is placed on the solution of problems in general chemical equilibrium as well as the following areas of ionic equilibria: acid-base, solubility, complex ion and oxidation-reduction. The laboratory work is directed toward the determination of equilibrium constants and volumetric analyses.

203. Chemical Synthesis I
A systematic approach to the methods of chemical synthesis. Two areas are covered: (1) compounds which do not contain carbon, and (2) compounds of carbon and hydrogen. The synthesis of a wide variety of representative compounds is to be accomplished in the laboratory.

301. Chemical Synthesis II
This second course in synthesis involves a functional group approach to the preparation of organic compounds. Laboratory work is directed toward the application of synthetic methods as well as qualitative tests for the identification of functional groups.

302. Spectroscopy and Structure
A study of the effects of electromagnetic radiation on chemical molecules with a view toward the deduction of the structure of the molecule in question. The major classifications of the electromagnetic spectrum included are radio, infrared, visible, ultraviolet, X-ray, and cosmic. Nuclear magnetic resonance, infrared, ultraviolet, and mass spectroscopy are studied as specific applications of these types of energy probes. Laboratory work includes the use of spectroscopic techniques.

303. Mechanisms and Kinetics
A study of chemical kinetics and the way in which it supplies information concerning mechanisms of chemical reactions (i.e., substitution, elimination, addition, etc.). Included are topics of collision theory, transition state theory, general and specific catalysis, isotopic labeling, and stereochemistry. A series of representative examples of mechanistic pathways are studied, using a wide variety of techniques. Kinetic data is gathered on each reaction.

351-352. Independent Study
A two course sequence under the supervision of one of the staff members. The work involves a combination laboratory-library approach to the solution of an original research problem.

401. Chemical Bonding
The topics of quantum theory, molecular orbital theory, valence bond theory, and resonance are presented in a more rigorous treatment than in previous courses, with particular reference to transition and metal complexes and aromatic systems. Laboratory work is to be performed on special techniques and methods of analysis on compounds discussed in the course.

402. Thermodynamics
The laws of thermodynamics are studied in respect to origin and application to exact relationships between energy and properties of chemical systems. Application is made to states of matter, solutions, and various types of phase equilibria. The work in the laboratory involves the study of systems which emphasize the concepts studied in the course.

ECONOMICS

Assistant Professor Hileman

The study of economics at Maryville College is the liberal tradition of the search for meaning in man and society. Nevertheless it has many practical aspects. An economics major should be well equipped (1) to enter business either directly or through an on-the-job training program conducted for employees in many (if not most) businesses; (2) to enter graduate programs in economics, business, law, the ministry, and other social sciences; and (3) to enter a career in government service, teaching, journalism, etc. The department maintains contacts with the business world, which serves as a laboratory for several courses.

Major in economics: 10 courses, including Economics 201, 302, 321, 322, and 351-352.

Related courses required for the major in economics: History 221 or 222; Mathematics 101 (or 102) and 209, Political Science 201, and Sociology 201. Although calculus is not required, students are encouraged to take at least one course. Those planning graduate work should take additional courses in mathematics as their schedules permit.

201. Principles of Economics
An introduction to the subject of economics, emphasizing the basic concepts and the fundamental logic of economics.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Political Science 202 and Sociology 202.

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Consideration of the methodology used in economics, political science, and sociology. Identical with Political Science 301 and Sociology 301.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Political Science 302.

321. Microeconomic Theory
A survey of price theory. Special attention to the analysis of consumer demand, the theory of production, and the demand for factor units: the nature and behavior of cost, price, and output. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

322. Macroeconomic Theory
A survey of aggregate economic theory including both the classical and Keynesian systems. Analysis of the role of government and the institutional framework under which it operates will be included. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

331. Government and Business
A study of the economic, legal, and political relations between business and government.

332. Labor
A study of labor emphasizing the development, structure, and functions of labor unions and the role of public policy. Economic factors in wage determination are also considered. Prerequisite: Economics 201.

341. International Economics and Economic Development
A survey of the international economic interactions with special attention to the underdeveloped economies and their hope for development.

342. Seminar: Selected Topics in Economics
A seminar course which focuses upon timely topics in the field of economics not covered in other departmental course offerings. Subject matter will vary from year to year. Prerequisite: Economics 201 or permission of the instructor.

351-352. Independent Study in Economics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in economics. Ordinarily taken in the fall and winter terms of the senior year.

EDUCATION

Professor Hafner, Associate Professor Sherer, Assistant Professors Foster and Puroff, Mr. Behel

The primary objective of the Department of Education is to prepare teachers for elementary and secondary schools. The Department also provides opportunities for public school teachers to upgrade their certification and to participate in curriculum improvement programs.

Teacher Education Program

Students interested in being certified to teach should apply to the Teacher Education Council for admission to the teacher education program after successfully completing their first year of college work. Applications may be procured from the chairman of the Department of Education. Candidates are screened by the Council both at this time and prior to engaging in student teaching in order to insure that only highly qualified persons will enter the teaching profession. Applications for student teaching during the senior year must be submitted no later than the regular registration period in the spring of the previous year.

Elementary Education

The program for the prospective elementary teacher is designed to follow the regulations of the Tennessee State Board of Education for certification for grades 1-9. Some states have special requirements which the student may usually meet by approved substitution or by summer attendance at a college in the state in which he plans to teach.

Major in elementary education: Education 208, 211, 321, 322, 323, 331, and 351-352.

Related courses required for the major in elementary education: Art 208, Biology 201 or 209, English 208, Mathematics 206-207, Music 306, Political Science 303, Psychology 201, and two courses in health.

In the junior year, weekly observation and participation in public school classrooms is scheduled as part of the course requirements for Education 322 and 323. In the senior year, students participate in a weekly seminar during each of the three ten-week terms in addition to their regular course work. Students are also required to complete a correspondence course in handwriting by the end of the senior year.

Secondary Education

The prospective high school teacher should major in the subject he expects to teach. In addition, he should complete the professional requirements of the state in which he plans to teach. These requirements vary somewhat from state to state; information about specific state requirements is on file in the office of the Department of Education. The professional courses required for Tennessee secondary certification (grades 7-12) are Psychology 201, Education 208, 211, 301, 303, and 332. Tennessee also has certain general education requirements; the specific courses which must be taken in addition to the Maryville College core curriculum depend upon the major selected. There are special requirements for certification in art, in music, and in health and physical education for grades 1-12; information about these may be obtained from the chairman of the department involved.

Applicants for professional certificates in Tennessee must be recommended for certification by the Teacher Education Council. Applications for Tennessee certification should be filed with the Registrar, who is the certifying officer for the College. The Tennessee State Department of Education charges a fee of two dollars ($2.00) for the certificate.

General Education Courses

208. Foundations of Education
Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

211. Educational Psychology
Consideration of the physical, social, and psychological factors which underlie and influence the learning process. The responsibility of the home and school in mental, physical, emotional, social, moral, and spiritual growth. Some study of educational testing and measurement and the interpretation of educational and psychological data.

Elementary Education

321. Curriculum and Social Studies in Elementary Education
A study of curriculum development reflecting societal changes, knowledge of research, of learning, and child development. Concentration on educational objectives, instructional procedures and materials, and methods of evaluation. Resource and teaching units developed and used in an elementary classroom.

322. Science, Health, and Mathematics in Elementary Education
A study of planning developmental learning experiences to promote growth in knowledge, interest, and appreciation of the broad areas of the physical and biological environment. A study of

specific understandings and skills needed to provide instruction in current elementary mathematics in grades 1-9. Course oriented toward instructional experiences which foster discovery of mathematical concepts and provide differentiation of instruction.

323. Reading and the Language Arts in Elementary Education
A study of comparative approaches to language arts instruction which are skill-oriented and goal-directed. Emphasis on differentiation instruction to enrich and extend language experiences in grades 1-9.

331. Supervised Teaching, Grades 1-9
Teaching experience in an elementary-school classroom under direction of the classroom teacher and the college supervisor of student teaching. Three hundred hours or more of observing, assisting, teaching, and individual and group conferences with classroom teacher and college supervisor. Prerequisites: Psychology 201, Education 211, 321, 322, 323 and approval by the Teacher Education Council.

351-352. Independent Study in Elementary Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in elementary education. Ordinarily taken in the senior year.

Secondary Education

301. Principles of Secondary Education
Principles of teaching in the secondary school with particular emphasis on curriculum, guidance, and the teacher's role in the community. Weekly observations in secondary school classrooms.

303. Methods in Secondary Education
The techniques of high school teaching, including methods, materials, guidance, classroom management. Demonstration and use of audio-visual aids. Ordinarily taken concurrently with Education 332.

332. Supervised Teaching, Grades 7-12
The application of general and special methods of practical teaching situations in the high school. Frequent conferences with the college supervisor of student teaching. Prerequisites: Psychology 201, Education 208, 211, 301, and approval by the Teacher Education Council. The teaching must be done in the field of the student's major or in a subject in which he has completed an acceptable teaching minor.

ENGLISH

Professors Jackson and Blair, Associate Professor Bushing, Assistant Professors Cate and Fowler, Mrs. Beck, Mr. Melamed, and Mr. White

Major in English: 10 courses above English 101-102, including 311 and 351-352. Students who expect to teach English in high school are advised to take American Literature.

Related courses required for the major in English: History 211, 212, Philosophy 201. The core requirement in foreign language will be taken preferably in French or German, especially if the student expects to go to graduate school; but some other language may be taken for reasons acceptable to the major adviser.

In addition to its regular course work, the department offers special assistance to students who need it through the English Laboratory. This Laboratory has a two-fold purpose: first, to offer service to students of all classifications who desire help with organization or mechanics to improve their writing ability or in connection with the composition requirements of any course; second, to give tutorial or small-group instruction to freshmen and to other students who are referred to the Laboratory by any instructor because of deficiencies in their use of written English. The Laboratory operates throughout the year.

100. Research and Composition
Study of library usage, research method, and composition, undertaken in conjunction with fall and interim term courses in the freshman year.

101-102. Western World Literature
A two-term course designed to afford considerable opportunity for writing and discussion and to develop acquaintance with and appreciation of some of the world's literary masterpieces in English translation and a selection of outstanding English and American literary works from the earliest times to the present. To be taken concurrently with History 101-102.

208. Children's Literature
A course designed to acquaint students with literature for children, its authors and illustrators.

Attention to criteria for selecting books, stories, and poems to meet basic and individual needs of children. Not to be counted toward the major in English.

221. American Literature to 1900
A brief survey of the Colonial Period, followed by attention to such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, and James.

311. Introduction to the Study of Language
The history and growth of the English language. The general processes of semantics with some attention to grammar and modern linguistic study.

331. English Literature of the Middle English Period
Emphasis on Chaucer.

332. English Literature of the Elizabethan Period
Emphasis on Shakespeare.

333. English Literature of the Seventeenth Century
The prose and poetry of the seventeenth century to Dryden; emphasis on Milton.

334. English Literature of the Eighteenth Century
Reading and study of materials of the Neo-classical Period; special attention to the writings and influence of Dryden and Pope; reading in such prose writers as Addison, Steele, Defoe, Swift, Johnson, Boswell.

335. The Romantic Period in English Literature
Emphasis on the major Romantics.

336. English Literature of the Victorian Period
The literature of the Victorian Age against the backdrop of social, scientific, and philosophic developments of the nineteenth century: Carlyle, Tennyson, Browning, Ruskin, Arnold, and others.

341. Seminar. Literary Genres
The Novel and Drama to about 1900, in rotation with Literary Criticism. An English major may take this course only once for credit.

342. Seminar. Twentieth Century Literature
Drama, the Novel, and Poetry in rotation. An English major may take this course only once for credit.

351-352. Independent Study in English
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in English. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

FOREIGN LANGUAGES

Professors Collins and Stine, Assistant Professors
Cartlidge, Lukner, Martin, and Rodriguez, Miss Lesko and Mrs. Meyer-Plate

Major in foreign languages: 8 courses above course 101-102, including 351-352, in a primary language, and 4 courses above course 101-102 in a secondary language. The primary language may be French, German, or Spanish; the secondary language may be either of the two of these remaining.

The audio-lingual approach is used in the elementary and intermediate modern foreign language courses, and the use of the laboratory is required. The development of proficiency in aural comprehension, oral expression, reading, and writing are the basic goals. The courses at the 300 level are conducted in the foreign language.

French

101-102. Elementary French
Study and practice of fundamental speech patterns and basic grammatical structure. Laboratory three half-hour periods per week.

201-202. Intermediate French
Audio-lingual practice, grammar review, and varied readings. Laboratory two half-hour periods per week.

301. Conversation and Composition
Intensive practice in conversation and composition. Discussion and writing will emphasize the significant aspects of French civilization and culture.

302. Advanced French Grammar
An intensive study of the more difficult elements of French grammar.

311, 312. Survey of French Literature
The principal works of French literature from the Middle Ages to the present.

321. The Classical Period
Corneille, Racine, Moliere, and Boileau.

331. Contemporary French Drama
Selected plays of the twentieth century.

332. Contemporary French Novel
Representative novels of the twentieth century.

351-352. Independent Study in French
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

German

101-102. Elementary German
Study and practice of fundamental speech patterns and basic grammatical structure. Laboratory three half-hour periods per week.

201-202. Intermediate German
Audio-lingual practice, grammar review, and composition. Reading of modern German short stories. Laboratory two half-hour periods per week.

301. Conversation and Composition
Intensive practice in conversation and composition, and study of the more difficult elements of grammar. Discussion and writing will emphasize the significant aspects of German civilization and culture.

320. German Literature to the End of the Seventeenth Century
Nibelungenlied, Hartmann, Wolfram, Gottfried, Minnesanger, Luther, Sachs.

321. Eighteenth Century German Literature: Classicism
Lessing, Wieland, Klopstock, Herder, Goethe, Schiller.

322. German Romanticism
Holderlin, Kleist, Novalis, Tieck, Hoffmann, Brentano, Eichendorff.

323. Nineteenth Century
Heine, Buchner, Grabbe, Grillparzer, Hebbel, Morike, Keller, Stifter, Storm, Raabe, Fontane.

330. Modern German Literature
Hauptmann, Rilke, Hofmannsthal, George, Wedekind, Kaiser, Zuckmayer, Mann, Kafka, Hesse, Brecht, Frisch, Durrenmatt, Boll.

351-352. Independent Study in German
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Greek

101-102. Elementary Greek
Vocabulary, inflection, syntax; practice in reading and writing Greek.

201, 202. Reading and Interpreting the Greek New Testament
The characteristics of koine Greek. Translation and interpretation of selected portions of the Greek New Testament. Elements of textual criticism. Syntactical and lexical studies.

Russian

101-102. Elementary Russian
Study and practice of fundamental speech patterns and basic grammatical structure. Laboratory three half-hour periods per week.

201-202. Intermediate Russian
Audio-lingual practice, grammar review, and composition. Reading of selected Russian texts. Laboratory two half-hour periods per week.

Spanish

101-102. Elementary Spanish
Study and practice of fundamental speech patterns and basic grammatical structure. Laboratory three half-hour periods per week.

201-202. Intermediate Spanish
Audio-lingual practice, grammar review, and varied readings. Laboratory two half-hour periods per week.

301. Conversation and Composition
Intensive practice in conversation and composition. Discussion and writing will emphasize characteristic features of Spanish civilization.

302. Advanced Spanish Grammar
An intensive study of the more difficult elements of Spanish grammar.

311, 312. Survey of Spanish Literature
The development of Spanish literature from **Poema del Cid** to the present.

321. Cervantes
A study of **Don Quixote, Las novelas ejemplares,** and other works of Cervantes.

322. Classical Drama
The principal dramatists of the Golden Age.

331. Contemporary Spanish Literature
A seminar for majors and others with sufficient preparation which will alternate between drama and the novel.

351-352. Independent Study in Spanish
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

HEALTH AND PHYSICAL EDUCATION

Associate Professors Baird and J. A. Davis, Assistant Professors C. Davis, Kardatzke, Largen, and Tomlinson

The physical education program at Maryville is designed to encourage the active participation of every student. Satisfactory completion of six terms of health and physical education is a requirement for graduation. Classes include instruction in health and in the theory and practice of the activity involved. The program includes swimming, folk and square dancing, modern dance, social dancing, basketball, softball, soccer, volleyball, tennis, touch football, badminton, fencing, field hockey, and bowling.

The six terms for men should include a team sport, an individual sport, and aquatics. All women take a basic course—Fun, Form, and Figure—in addition to a team sport, an individual sport, dance, and aquatics.

The following Red Cross courses are offered: Swimming, Life Saving, Water Safety Instructor, Advanced First Aid, and First Aid Instructor.

A major in physical education is not offered, but it is possible for one to meet the basic requirements of the state of Tennessee for certification in health and physical education.

Intramural Athletics

Extensive intramural athletic programs are conducted for men and women. Men's activities include flag football, soccer, basketball, volleyball, softball, golf, tennis, swimming, wrestling, track, horseshoes, badminton, and ping-pong. The women's intramural program is based on a point system of awards through tournament participation in team and individual sports, hiking, swimming, and bicycling. All students are encouraged to participate in the intramural programs.

Intercollegiate Athletics

The College is represented by intercollegiate teams in football, basketball, baseball, wrestling, tennis, and track. Control of intercollegiate athletics is vested in the Faculty, which operates directly and through the Committee on Athletics. As a member of the National Collegiate Athletic Association, the College is guided in its intercollegiate program by the standards and eligibility regulations of the Association.

Health

211. Safety Education and First Aid
A course designed to promote safety consciousness and to give a practical working knowledge of safety procedures and first aid technique.

311. Personal, Community and School Health
The basic principles of health, disease, nutrition, and sanitation as they relate to the individual, the school, and the community. Attention is given to the development of the school and community program.

312. Community Recreation
A study of the recreation program, its significance, leadership, facilities, and the problems of setting up and administering such a program.

321. Kinesiology
The study of the movement of the body through the analysis of the muscles and their action. Conditioning and therapeutic activities are included.

Physical Education

331. Leadership in Activities, Grades 1-9
Attention to developing leadership in elementary physical education activities and to the selection and direction of social recreation activities for various age groups.

332-333. Leadership in Activities, Secondary School, I-II
The theory of sports—team and individual. Consideration of techniques of coaching and officiating.

334. Curriculum, Administration, and Organization
A consideration of these areas as they apply specifically to Health and Physical Education programs.

351-352. Independent Study in Health and Physical Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in Health and Physical Education. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

HISTORY

Professor Walker, Associate Professor Parker, Assistant Professors Kratz and Lewis, Mr. Kovarovic

Major in history: 10 courses in history above courses 101-102, including History 211, 212, 221, 222, 321, 332, 351-352.

Related courses required for the major in history: 3 courses to be chosen from Economics 201, English 221, Philosophy 201, 202, Political Science 201, Sociology 201. French or German is recommended to fulfill the language requirement, although another language will be accepted.

101. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization to 1648. To be taken concurrently with English 101.

102. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization from 1648 to the present. To be taken concurrently with English 102.

208. Foundations of Education
Historical and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with Education 208. Not to be counted toward a major in history.

211, 212. English History
Political, economic, social, and cultural development of British civilization from the beginning to 1945.

221. History of the United States to 1865
Emphasis on the colonial experience, struggle for independence, federal period, trans-continental experience, and the North-South struggle.

222. History of the United States Since 1865
Emphasis on industrialism and its consequences and the emergence of the United States as a world power.

311. Greek History
Search for Freedom: Minoan through the Hellenistic Age.

312. Roman History
Search for Order: Roman World from the Etruscans through the third century A.D.

313. Medieval European History
Search for Community: European genesis in the decaying Roman Empire. Attempts at socio-economic syntheses under the auspices of the Church, Empire, Feudal Institutions and Nation State.

321. The European World in Recent Times
A study of the diplomatic, economic, cultural, and ideological events and trends of Europe in world affairs since the end of the Franco-Prussian War.

331. American History Seminar
An advanced course for which the subject matter will change from year to year. Topic for 1969: U. S. Diplomatic History.

332. Early Modern European Seminar
An advanced course for which the subject matter will change from year to year, alternating between the Renaissance-Reformation and the Enlightenment-Age of Revolution periods.

351-352. Independent Study in History
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in history.

MATHEMATICS AND PHYSICS

Assistant Professors Dent, Ferrell, and Love, Mr. Kubin and Mr. Nichols

Major in mathematics: Mathematics 201, 202, 203, 301, 302, 303, 351-352, 401, 402.

Related courses for the major in mathematics: Physics 201-202.

Major in physics: Physics 201, 202, 203, 301, 302, 303, 311, 312, 351-352.

Related courses for the major in physics: Mathematics 201, 202, 203, 302; Chemistry 402. The core requirement in foreign language will be taken in Russian, French or German. Russian is recommended.

Mathematics

101. Introduction to Mathematical Analysis
Algebra, functions, set theory, trigonometry, and an introduction to theory of equations. Not required as a prerequisite for Mathematics 102 if the student has three units of mathematics including trigonometry, a superior high school record, and a high score on the mathematics placement examination.

102. Calculus I
Slope of a line, equations of lines, functions and their graphs, the derivative and its applications. Prerequisite: Mathematics 101 or permission of the department.

201. Calculus II
Integration, the definite integral and applications, differentiation and integration of transcendental functions, techniques of integration. Prerequisite: Mathematics 102.

202. Calculus III
Polar coordinates, parametric equations, hyperbolic functions, vectors, infinite series. Prerequisite: Mathematics 201.

203. Calculus IV
Vectors, partial differentiation, directional derivatives, line integrals, double and triple integrals and their application. Prerequisite: Mathematics 202.

206. Modern Elementary Mathematics I
Structure of the number system, algebra, geometry. Materal designed to meet the needs of students in elementary education.

207. Modern Elementary Mathematics II
Continuation of Mathematics 206. Prerequisite: Mathematics 206.

209. Elementary Statistics
Frequency distributions, measures of location and variation, index numbers, probability. Prerequisite: Mathematics 101.

301. Linear Algebra
Linear equations, vector spaces, linear transformations, determinants and matrices.

302. Differential Equations
Differential equations of the first order and first degree, equations of higher order, existence of solutions, solutions by series methods, numerical approximation of solutions, oscillation of solutions. Prerequisite: Mathematics 203.

303. Modern Algebra
Topics from number theory, groups, rings, integral domains, fields.

311. Selected Topics in Mathematics
A junior-senior level course for which the subject matter will change from year to year. Topics will be chosen from non-Euclidean geometry, projective geometry, theory of numbers, topology, and functions of a complex variable. Admission by permission of the department.

351-352. Independent Study in Mathematics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Topics are usually chosen from the following fields: Number Theory, Partial Differential Equations, Complex Variables, Topology, Probability and Statistics, Geometry, or other topics approved by the department. Prerequisite: Mathematics 302.

401 Real Analysis I
Theory of limits, continuity, differentiation, integration, sequences and series. Open to seniors only. Prerequisite: Mathematics 203.

402. Real Analysis II
Continuation of Mathematics 401. Prerequisite: Mathematics 401.

Physics

201. Physics I
A study of motion and statics, physical properties of matter, and heat. One laboratory exercise per week. Prerequisite: Mathematics 102.

202. Physics II
A study of oscillations, sound, light, geometric optics, electricity, magnetism, and DC and AC circuits. One laboratory exercise per week. Prerequisite: Physics 201; corequisite: Mathematics 201.

203. Physics III
A study of atomic and molecular structure, energy states, spectra, X-rays, nuclear structure, isotopes, radioactivity and its detection, and high energy accelerators. One laboratory exercise per week. Prerequisite: Physics 201, Mathematics 202; Physics 202 is recommended.

301. Electronics
A laboratory course covering vacuum tubes, semi-conductors, and other active devices and their physical basis for operation. Included is an introduction to circuits, resonance and feedback. Prerequisite: Physics 202.

302. Body Dynamics
A study of particles and rigid body dynamics, free and forced oscillations, central force fields. Introducing the concepts of Lagrange and Hamilton. Prerequisite: Physics 203 and Mathematics 203.

303. Electromagnetics
An intermediate course oriented toward the field concepts including Maxwell's equations. Prerequisite: Physics 202, 203, and Mathematics 302.

311. Schroedinger's Wave Mechanics
Development of wave mechanics to solve the hydrogen atom spectra. Perturbation theory developed to extend solution to helium atom spectra. Time perturbation is introduced. Prerequisite: Physics 203 and Math 302.

312. Modern Physics
X-ray, alpha, beta, and gamma radiation and other elementary particles; nuclear structures and forces. Crystalline structure and the theory of solids. Prerequisite: Physics 311.

351-352. Independent Study in Physics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Area of study proposed by student and approved by department. Prerequisite: any 300 level physics course.

MEDICAL TECHNOLOGY

Elgin P. Kintner, M.D., Pathologist and Director of School of Medical Technology, Blount Memorial Hospital
William E. Elliott, M.D., Associate Pathologist
Deane Brown, B.A., M.T. (ASCP), Teaching Supervisor

The major in medical technology is offered through a cooperative arrangement with the School of Medical Technology of the Blount Memorial Hospital, which adjoins the college campus. This school is fully accredited by the American Medical Association. All of the work in medical technology, including Independent Study, is given at the Hospital.

The four-year course leads to the Bachelor of Arts degree and registration as a medical technologist. The examination of the Registry of Medical Technologists of the American Society of Clinical Pathologists is accepted by the College as the comprehensive exmination in the major field.

The work of the first three years of the course is taken entirely at the College. The fourth year, including a summer of full-time work, is taken at Blount Memorial Hospital. Upon satisfactory completion of the course in medical technology and the Independent Study, and after passing the examination of the Registry of Medical Technologists, the student is granted the Bachelor of Arts degree by the College.

Each student who selects this major should apply to the Director of the School of Medical Technology for entry to the School at the beginning of the freshman year and in no case later than the beginning of the junior year. At the time of

application arrangement will be made for the student to take the aptitude test in the field of medical technology administered by the Department of Employment Security of the State of Tennessee. The capacity of the School, however, is limited; applicants are accepted on the basis of scholarship and overall fitness for the profession. Students who anticipate attending another school of medical technology are advised to take either a biology or a chemistry major and to consult the director of the school to be attended as to specific admission requirements. In this case, however, the student would not receive the Bachelor of Arts degree after completion of the medical technology course.

Major in medical technology: Courses in medical technology, including Independent Study, amounting to a total of 10 college courses.

Related courses required for the major in medical technology: Biology 201, 204, 302, 305; Chemistry 201, 202, 203, 302; Mathematics 101. Substitutions for these courses may be permitted on recommendation of the Director of the School of Medical Technology. The core requirement in foreign language will be taken in French or German.

MUSIC

Professors Bloy and Harter, Assistant Professors Kinsinger, S. Schoen, V. Schoen and Stallings, Mr. Bonham and Mr. Kull

The curriculum in music follows the requirements of the National Association of Schools of Music of which Maryville College is an institutional member.

Major in Music: 10 courses, including Music 201-203, 301, 311-314, 351-352; private and/or class applied music each term as prescribed by the music faculty. Piano proficiency and ear-training proficiency tests must be satisfactorily completed before one enters Music 351. Music majors must elect one area of concentration and complete satisfactorily its requirements for graduation in addition to the required general core courses and music major core courses. Areas of concentration as a music major are: Music Therapy, Music Theory and Literature, Public School Music Teaching, Applied Music in Organ, Piano, Voice, a String, Brass, or Woodwind Instrument.

Two of the following related courses are recommended: one course in Speech and Drama, one course in Art, Psychology 201, and Education 211. The core requirement in foreign language will be taken in French or German.

Music majors are required to enroll and earn a satisfactory grade in a music organization each year as part of their graduation requirement.

201. Theory I
A course in the melodic, rhythmic, and harmonic elements of eighteenth and nineteenth century styles; including diatonic triads, inversions, and modulation to closely related keys, with harmonizations of melodies and parallel ear-training.

202. Theory II
A continuation of Music 201. Study of all seventh chords and non-harmonic tones, with harmonizations of melodies and parallel ear-training.

203. Theory III
A continuation of Music 202. Study of altered chords and foreign modulation, with harmonizations of melodies utilizing all materials and parallel ear-training.

301. Eighteenth Century Counterpoint
Emphasis on contrapuntal writing, including canon, invention, and fugue.

305. Church Music
A study of the worship of the church, its background, the various corporate expressions, and their music.

306. Elementary School Music for Elementary Education Majors
A course in music for classroom teachers based on participation in singing, listening, rhythmic, instrumental, and creative activities.

307. Methods and Materials in Music, Grades 1-12
A study of methods and materials for general vocal and instrumental music classes. Prerequisite: Education 211.

311. Music History and Styles I
A study of Western music and musicians in historical sequence from antiquity through the sixteenth century, with emphasis on musical trends and styles; bibliography, independent research, and analysis.

312. Music History and Styles II
Seventeenth and eighteenth century music (continuation of Music History & Styles I).

313. Music History and Styles III
Nineteenth century music (continuation of Music History & Styles II).

314. Music History and Styles IV
Twentieth century music (continuation of Music History & Styles III).

315. Non-Western Music
A study of non-Western music varying from primitive to the highly developed musical forms and styles of Eastern cultures.

351-352. Independent Study in Music
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in music. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Applied Music

A student may take either one half-hour lesson per week or two half-hour lessons per week, which, at the discretion of the teacher, may be given in a one-hour lesson. Registration in the fall includes the ten-week term plus the four-week interim. The second registration covers the winter and spring terms. Registration for a single ten-week term is permitted by approval of the music faculty. Registration for applied music is permitted only upon completion of a satisfactory audition.

Class instruction is in group lessons meeting two hours per week. Registration for class instruction may be made for each ten-week term offered. There will be no class instruction during the four-week interim.

First year students will be permitted to take either one private study (one private study may include two lessons per week in one area or one lesson per week in two areas) or one class study. Second year students may take one private and one class study. Third and fourth year students will be limited only by their ability and academic standing.

Auditions for placement in applied music (private or class) must be taken at the time of entrance for new students, and at pre-registration for others.

Students majoring in other fields may elect to study applied music in addition to the normal three-course load and upon meeting audition requirements before registering.

Fees for private and class instruction are listed on pages 59-60.

Private Applied Music

One or two lessons weekly throughout the school year.

a. For *music majors* with concentration in any chosen applied area, the requirement is three to four years of study emphasizing the establishment of a good technique and the learning of a repertoire with a balanced representation of all types of literature for any applied area. Performance on student recitals, a half recital the junior year, and a full recital the senior year in addition to jury examinations is required.

b. For all other students who elect private study in any chosen applied area,

the requirement is the development of a basic technique and a serviceable ability to express oneself musically through the chosen applied area. Performance in repertoire class and jury examinations each term is required.

Areas of Private Applied Study

COMPOSITION
Development of basic techniques in the structure and craft of musical composition. Writing in all forms according to the individual abilities. Music 301 prerequisite.

HARPSICHORD
Manual techniques and principles of registration. Study of ornamentation, phrasing, and various tonal attacks. Repertoire to include recitative and aria accompaniment style in such works as the Messiah of Handel, also other works as specified by the instructor.

PIANO
Etudes chosen from Czerny School of Velocity, Op. 299, selected Chopin Etudes, Op. 10 and 25, and other similar works. Proficiency in all major and minor scales, arpeggios, pedaling practices, tone production and phrasing, and a minimum standard repertoire specified by the instructor, covering representative styles.

ORGAN
Manual and pedal techniques, fundamental principles of registration. Proficiency in contrapuntal technic, accompanying of hymns, anthems and chants, general service playing. A minimum standard repertoire specified by the instructor, covering representative styles.

VOICE
Development and control of the mechanism, tone building, controlled breathing, and the physical activity of singing. A minimum standard repertoire specified by the instructor, covering representative styles.

WIND INSTRUMENTS (BRASS, WOODWINDS)
Basic fundamentals and techniques in study methods for the particular instrument. A minimum standard repertoire in solo and orchestral media, covering representative styles, specified by the instructor.

STRING INSTRUMENTS (VIOLIN, VIOLA, CELLO)
Selected studies adapted to the individual needs of the student. A minimum standard repertoire for solo and orchestral media covering representative styles, specified by the instructor.

Class Applied Music

Class applied lessons in the following groups provide beginning instruction and methods for public school teaching: Brasses, Woodwinds, Percussion, Strings, Voice, Orchestration, and Conducting.

Class applied lessons in piano provide fundamentals of musicianship and basic keyboard skill.

Course Recognition for Applied Music

For Music Majors, course recognition for both Class and Private applied music study is given as follows:

a. 2 lessons per week for a full year in a given private applied music area is equivalent to one course.
b. 1 lesson per week in a given private applied music area plus one class applied music area is equivalent to one course.

No more than one course is recognized for each year at the sophomore and junior level; no more than two courses are recognized in the senior year.

PHILOSOPHY AND RELIGION

PROFESSOR STINE, ASSOCIATE PROFESSOR SWENSON, ASSISTANT PROFESSORS CARTLIDGE AND FOLEY

The study of religion, while related to many disciplines in the liberal arts, has an integrity of its own. Religion is both ecumenical and transcultural. It has produced a large body of world literature and has profoundly influenced world-man within the ebb and flow of his whole history.

The major in religion is both broad and deep. For perspective it views the religious phenomena of world-man. At the same time, it focuses on the deep roots of the Christian tradition recorded in the literature of the Bible and in the history of Christian thought, and it faces the hard issues of the contemporary world. Such study provides one avenue through which twentieth century man, educated within the context of the liberal arts, may achieve that kind of freedom which is characterized by mature Christian thought and by sensitive Christian action.

Major in religion: 10 courses in religion above the freshman and sophomore core requirements in philosophy and religion, including Religion 351-352.

Related courses required for the major in religion: Philosophy 201 or 202, and one other course in philosophy.

The core requirement in foreign language may be taken in any language, but students looking forward to graduate work should study either French or German. Those who plan to pursue theological studies should take Greek as a second language.

At Maryville College philosophy is regarded not as a specific discipline with a specific subject matter, but as a study that permeates all areas of intellectual concern. Its distinctive task is thus seen to be analysis of and reflection upon the methodologies, basic concepts, and value systems inherent in the sciences and the arts. It presupposes a familiarity with these other disciplines. Since good philosophical work depends upon a thorough grounding in at least one other area of human endeavor, students interested in philosophy should major in one of the humanities or sciences with a strong elective course of study in philosophy.

Philosophy

101. MAN'S SEARCH FOR MEANING
An introduction to the basic human questions about the meaning of life in both its ancient and modern settings, and the search for possible answers to that question through an investigation of such documents and thinkers as the Gilgemesh Epic, Genesis, Hosea, John, Plato, Descartes, **The Cloud of Unknowing**, Dewey, Whitehead, Marx and Freud. Freshman core requirement in philosophy.

201. HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL
A study of the history and development of philosophy in Western culture.

202. HISTORY OF PHILOSOPHY: THE RENAISSANCE TO ABOUT 1850
A continuation of the study of the history and development of philosophy in Western culture.

211. LOGIC
A study of the principles of deductive and inductive reasoning, and of their application. Special attention to the meaning and tests of truth and to the structure of our thinking.

221. AMERICAN THOUGHT
A study of the history and development of philosophic ideas in America, including religious and social thinking in the seventeenth and eighteenth centuries.

301. HISTORY OF PHILOSOPHY: 1850 TO THE PRESENT
A seminar course with extensive directed reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective fields.

321. SEMINAR IN PHILOSOPHY
An advanced study of selected problems in esthetics, ethics and value theory, epistemology, metaphysics, etc. Study of solutions offered to these problems by various schools of thought. Extensive reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective major fields.

322. SEMINAR IN PHILOSOPHY
An advanced course in which the subject matter will vary from year to year, the topics to be chosen from the philosophy of culture, the philosophy of history, and the philosophy of science.

Religion

201. BASIC NEW TESTAMENT BELIEFS
Introduction to the New Testament through a study of its message as it was applied to crucial religious and historical situations in the first century church. Sophomore core requirement in religion.

211. INTRODUCTION TO RELIGION
Man as **homo religiosus**. A study of the phenomenology of religion. The manifold subjects related to the discipline. Survey of the field and methodology of study. Contemporary issues.

221. Old Testament History
Introduction to the Old Testament. Study of selected Old Testament books with special emphasis on the history of Israel from the exodus to the Persian period and on the theological interpretation of that history.

224. Studies in the Gospels
An intensive study of the Synoptic gospels with special emphasis on Luke.

312. Non-Western Religions
A survey of the more significant men and movements among the non-Christian religions.

315. History of Christian Thought
A survey of representative Christian thinkers from the time of the Apostolic Fathers through the nineteenth century.

321. Old Testament Studies
Consideration of several areas of Old Testament literature, history, theology, and ethics. Emphasis will be on the prophetic movement with the great issues of God in history, social justice, and individual protest.

331. New Testament Studies
Advanced study of a key New Testament book or group of books with emphasis on important themes of theology and ethics. Books to be studied are announced.

332. Contemporary Christian Thought
A study of the writings of the leading theologians of the twentieth century. Due attention to crucial religious issues of our time. Prerequisite: Religion 315 or permission of the instructor.

334. Christian Ethics
A survey of the ethical theories springing from Christian theology. Emphasis on modern value systems and ethical problem-solving in the light of contemporary Christian thought. Prerequisite: Religion 315 or permission of the instructor.

341. Seminar in Religion and Culture
An interdepartmental course. Advanced study of important topics in religion and culture; the subjects will vary from year to year. In 1969-70 the topic will be: Religion and Science. Admission by permission of the instructors.

351-352. Independent Study in Religion
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

401. Seminar in Religion
Selected topics in religion. Enrollment limited to seniors majoring in religion.

POLITICAL SCIENCE

Assistant Professor Bird and Miss Lundin

Major in political science: 10 courses, including Political Science 201, 311, 312, 321, 322, 341, 351-352.

Related courses required for the major in political science: History 221 and 222, Economics 201, and Sociology 201. The core requirement in foreign language may be taken in any language, but French is recommended.

201. American Government
The major institutions of policy-making in national, state, and local government, including the changing relationships among these three levels of government.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Economics 202 and Sociology 202.

301. The Development and Methodology of The Social Sciences
Historical development of the social sciences with a consideration of their present state. Consideration of the methodology used in economics, political science, and sociology. Identical with Economics 301 and Sociology 301.

302. Organization Theory
An introduction to the theory of formal organization, including a study of classical and contemporary treatment of the subject. Topics to be covered include organization structure, bureaucratization, conflicts of goals, etc. Identical with Economics 302.

311. Comparative Government
A comparative study of the constitutional systems and the governmental, legal and political institutions, and processes of Great Britain, France, West Germany, the Soviet Union, and Switzerland.

312. International Relations and Organization
The fundamental concepts of international politics and the major characteristics of the international system, including extensive consideration of international law and organization.

321. Political Parties, Pressure Groups, and Public Opinion
An intensive analysis of non-governmental processes and institutions, emphasizing political parties, pressure groups, interest groups, electoral behavior, and public opinion.

322. U. S. Constitutional Law
The consideration of major United States constitutional doctrines as interpreted by the federal courts.

341. Political Thought
The principal developments in political thought in the Western world from the time of Plato to the present.

342. Seminar: Selected Topics in Political Science
An intensive study each term of one or more topics not dealt with in other departmental course offerings. Prerequisite: Political Science 201 or permission of the instructor.

351-352. Independent Study in Political Science
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken the spring term of the junior year and the fall term of the senior year.

PSYCHOLOGY

Associate Professor Waters, Assistant Professor Wahler, and Mr. Behel

Major in psychology: 10 courses including Psychology 201, 311, 312, 313, 351-352.

Related courses required for the major in psychology: Biology 201, Mathematics 101. The requirement in foreign language will be taken in French, German, or Spanish.

201. General Psychology
Fundamental principles of human behavior. Attention to the aims and methods of psychology, maturation and development, motivation, emotion, learning, perception, personality and behavior disorders. Prerequisite to all other courses in Psychology.

211. Child Psychology
Growth and development of the child from birth to maturity. Physical, intellectual, social and emotional aspects of growth are considered as they relate to various stages of maturity.

311. Psychometrics
The application of mathematics in psychological research. Initial attention to the frequency distribution and continuing through the simple analysis of variance. Both parametric and non-parametric statistical procedures considered.

312. Experimental Psychology
Consideration of the scientific method in psychology. Study in such areas as structure and function, motor processes, sensation, perception and attention. Laboratory practice. Prerequisite: Psychology 311.

313. Psychology of Learning
Survey of basic principles and theories of learning. Special emphasis will be given to empirical laws and controlled studies which illustrate these laws. Laboratory practice. Prerequisite: Psychology 311.

321. Social Psychology
Interaction of individuals in social situations, considering perception, motivation, attitudes, communication, and culture.

322. Personality
Survey of the major theories of personality, with special attention given to motivational and developmental concepts.

331. Abnormal Psychology
Mental disorders and deviations from the normal. Attention given to the extent, causes, symptoms, treatment, and prevention of psychoses, neuroses, and mental deficiency.

333. Counseling
Study of counseling techniques in such settings as the school, industry and the clinic. Special emphasis on psychological testing procedures and interviewing.

342. Seminar: Selected Topics in Psychology
Advanced study of major areas which will vary from year to year. In 1969-70 the topic will be Comparative Psychology.

351-352. Independent Study
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in Psychology. Ordinarily taken in the fall and winter terms of the senior year.

SOCIOLOGY

Visiting Professor Willey, Assistant Professor Nelson, Dr. Champion, Mr. Gangaware, and Mr. Miller

The major in sociology prepares the student for graduate study and provides a background for professional placement in the fields of law, public service, the ministry, social work and teaching. The courses listed below, plus the work offered

in the seminar, in Independent Study, and in the senior Interim course, when special programs are designed to meet individual needs and interests, will provide for the major student an integrated and comprehensive introduction to the broad field of sociology.

Major in sociology: 10 courses, including Sociology 201, 202, 301, 315 or 321, 341, 342, 351-352. The remaining courses may be selected from other departmental offerings or Psychology 321.

Related courses required for the major in sociology: Economics 201, 302, or 332; History 212, 221, 222, or 321; Political Science 201 or 321; and one other course selected from the following: Philosophy 301; Psychology 321, 322, 331. The core requirement in foreign language may be taken in any modern language.

201. Principles of Sociology
A study of the basic concepts developed for the study of human societies. Group life: nature, interactions, and processes; social systems: nature and problems of social control and social change.

202. Social Problems in Contemporary Society
An interdepartmental social science course focusing on important problems of society. The course is designed to show the complex social, economic, and political forces which are at the base of most problems in society, and to help the student recognize and analyze these problems objectively. Identical with Economics 202 and Political Science 202.

211. Introduction to Anthropology
A general survey of the evolution of man and his culture, with special emphasis on comparative social institutions and the ways of life among various peoples.

301. The Development and Methodology of the Social Sciences
Historical development of the social sciences with a consideration of their present state. Survey of the methodology used in economics, political science, and sociology. Identical with Economics 301 and Political Science 301.

303. Cultural Geography
An examination of the close relationship that exists between man, land, and culture, emphasizing the role of man in shaping his physical environment.

312. Principles and Practice of Social Welfare
A review of how society organizes, through private and public agencies, to meet the problems of individual social maladjustment, with special attention to the premises and procedures underlying modern social welfare activity and case work. Relevant field work will be required. Prerequisite: Sociology 201.

315. The Sociology of the Family
The family as a basic social institution: the background, types, functions, changing organization and problems of the American family.

321. Rural and Urban Sociology
A study of the growth of cities, the composition and distribution of population, the institutional structure, the problems and factors of change in rural and urban America.

341. Contemporary Sociological Thought and its Background
An analysis of contemporary sociological theory and the historical backgrounds from which it has developed, designed to familiarize the student with the work, both in theory and research, of outstanding modern sociologists.

342. Seminar: Selected Topics in Sociology
An intensive study each term of one or more areas of major sociological concern: criminology, race relationships, population, mass communication, social organization, comparative social institutions, etc.

351-352. Independent Study in Sociology
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required of the major in sociology. Ordinarily taken in the fall and winter terms of the senior year.

SPEECH AND DRAMA

Assistant Professor Jones and Mrs. Proffitt

101. Introduction to the Field of Speech
Comprehensive treatment of all aspects of speech, including an introduction to voice science and phonetics, public speaking, discussion, debate, oral interpretation, speech disorders, theatre, radio and television.

102. Introduction to Theatre
The scope and significance of the dramatic arts and the modern theatre. Understanding the contributions of the playwright, director, actor, designer, and critic. Lecture-discussion procedure. Student preparation includes attending plays and films and the reading of dramatic literature. Special emphasis given to evaluation of modern theatre in America and its potential for the future.

201. Public Speaking

A study is made of the techniques of composition and delivery of speeches, with attention given to the psychology of the audience and to great speeches of the past.

202. Forensics

A study in depth of persuasive speaking and the principles of argumentation through participation in intercollegiate debate and related speech activities. Consent of instructor required for enrollment.

203. Oral Interpretation of Literature

An application of the principles of speech to the interpretation and effective reading aloud of all types of poetry and prose; for the purpose of general culture and public entertainment; and as an aid in the study and teaching of oral literature.

205. Voice and Articulation

A study of the anatomy and physiology of speech, with attention to techniques of good voice production and clear articulation. The International Phonetic Alphabet is used as a basic learning tool.

211. Play Production

An introduction to the building, painting, and shifting of scenery and to basic principles of costume construction, lighting, and make-up. Attention will also be given to design in the theatre. The principles of line, color, and mass as applied to the design of stage scenery, properties, costumes, and lighting.

212. Acting

Stresses theory and principles of acting designed to meet the needs of those directly concerned with theatre production. Valuable for any liberal arts students seeking to make better use of imagination and poise in social or professional situations. Laboratory exercises progress from simple behavior in imaginary situations to acting in cuttings from great dramas.

311. Creative Dramatics for Children

Teaching methods and non-directive techniques involving extemporaneous drama with children. Plays from children's literature and related elementary core material. Suitable for school, church, recreational, and summer camp situations.

321. Seminar in Speech-Theatre

This course offers an opportunity for extensive reading, discussion, and research in the various areas of speech-theatre.

COMMUNITY
LIFE

COMMUNITY LIFE

A distinguishing characteristic of Maryville College is the ideal for community living that it has set as a goal. Although it places the academic program at the center, it recognizes at the same time that education in the truest sense involves one's total life. The way must be open for each to contribute according to his time, interests, and special abilities, and in turn to benefit from that which others have to contribute. Each member of the community should know the sense of fellowship that comes with regular participation in corporate worship and common intellectual and cultural experiences. He should enjoy the renewal that comes through regular participation in creative and re-creative activities. He should experience the broadening of his sympathies through sharing in the solution of common problems.

Success in providing these opportunities depends upon the cooperative effort of students and faculty. Therefore the College seeks those who have the faith and courage and patience to work toward translating an ideal into reality. Prospective members of the community are asked to consider seriously the announced purposes before making a commitment. In the interest of the total community the College reserves the right to ask the withdrawal of those whose actions are not in accord with the standards that it is attempting to maintain.

Campus Government

Participation of students in the directing of campus life is encouraged to the extent that their time, training and experience permit. The vital community life which Maryville College seeks depends upon the responsible participation of all its members in decision making. To this end, the College has approved the concept of an All-College Council to act upon matters relating to the life of the entire community of the college and to seek to interpret and enhance the over-all purpose of this community, under the objectives established by the Board of Directors.

The 18-member All-College Council, consisting of six students, six faculty members, and six administrative officers and staff, is the chief deliberative and legislative body for the College. These members are responsible for long-range planning and for directing the activities of the entire College community. The Council coordinates the activities of the (1) academic, (2) religious, and (3) social, cultural and recreational aspects of campus life.

Smaller committees, which involve nearly all phases of College life, make possible participation by all interested students, faculty, and administrators in governing the College.

Regulations and principles which all students are asked to observe in the interest of harmonious group living include the following:

Alcohol—The possession, transportation, consumption, and use of alcoholic beverages by members of the Maryville College community while off campus is subject to applicable state and local law. The possession, transportation, consumption, and use of alcoholic beverages on the campus or at any off-campus, official function of Maryville College is not permitted. Community members in violation are subject to disciplinary action by the Judicial Council without reference to the civil authorities, except in aggravated cases. Disorderly or unbecoming conduct due to the influence

of alcohol off campus, or repeated conviction by civil authorities of members of the Maryville College community are subject to disciplinary action by the Judicial Council.

Drugs—Students possessing drugs received through medical prescriptions are cautioned to retain such drugs strictly for their personal use according to the specifications of family or college physicians. Students are also cautioned against the purchase, possession, or use of drugs prohibited by state or federal drug abuse laws, including alcohol, marijuana, LSD, and other psychedelics and narcotics.

Automobiles—Sophomores, juniors and seniors living in the residence halls are permitted to bring automobiles to college provided that they are not on academic or disciplinary probation, are not holding scholarships or grants based upon need, have at least a 2.0 cumulative grade point average, have parental consent if under age 21, and declare in writing to the office of the Dean of Students their intention to bring an automobile to the campus prior to their departure from home.

Marriage—Students planning to be married during the college year must inform the office of Dean of Students.

Smoking—Smoking is permitted in student rooms, on campus grounds, in the College offices (except in Anderson and Thaw where fire regulations prohibit), in the student center, and in other specifically designated places.

Honesty—Each member of the College community is expected to regard honesty as a personal and group obligation and to remember that academic honesty is an especially cherished principle in an academic community. A student who is guilty of cheating, plagiarism, or other dishonesty, or in assisting in any form of dishonesty, has no claim to the privileges of membership in that community.

Religious Life

Maryville College is proud of its religious heritage and the traditions that have developed through the years. A joint student-faculty group, the Religious Life Coordinating Council, under the leadership of the College Chaplain, has responsibility for much of the planning and coordination of religious activities. The Student Christian Movement is an active organization that seeks to find ways for students to live and work together as Christians while they are participating in the day-to-day life of the College.

The entire College community comes together once each week for a program called "Community Issues and Values." The speakers and other programs deal with many of those vital concerns of a college which sees no dichotomy between the life of the mind and a faith in God. This hour each week seeks to deepen the spiritual and intellectual life of the entire college and also endeavors to bind us together as a community. Special music, dramatic art and lectures all contribute to this end.

On Sunday evenings the Vesper service provides an opportunity to hear outstanding religious leaders along with the best of church music sung by the College Choir. New forms of worship are used in this service. During the year there are special periods of emphasis on the Christian faith led by recognized church leaders. Christmas Vespers, *Messiah*, the Feast of Lights, the Good Friday Service, and the Easter Sunrise Service have all become a part of a rich and vital spiritual tradition.

The Little Chapel is a center for worship located in the main Chapel building. It contains an organ and is designed as a place of worship for individuals and small groups.

There is a worship service in the Little Chapel each Tuesday during the term, and each Thursday there is a service of organ music.

The Little Chapel is available for weddings and other services and may be reserved through the Chaplain's Office.

The Fine Arts Program

Throughout the year outstanding guest artists visit the campus for a series of programs planned by a joint faculty-student-community committee. In addition to the visiting performers, Maryville's own musicians and musical organizations present regularly scheduled recitals and concerts, including a series of faculty recitals and concerts by the College Choir, the Highlander Band, and the College Orchestra. One of the highlights of the year is the production of Handel's *Messiah*.

The Maryville College Playhouse annually presents at least three major dramatic productions in which students have an opportunity to act, direct, build scenery, and supervise staging and lighting in the excellently equipped theatre. The Playhouse also presents workshop productions and a film series. A summer theatre program, in which townspeople participate, completes the year's activities.

An art exhibition is presented once a month during the college year in the gallery of the Fine Arts Center, offering a variety of work including that of students, faculty, local artists, and loan exhibitions.

In 1967 Maryville College became one of ten institutions involved in Affiliate Artists, a growing program to make possible the placement of young artists in colleges over the nation. The program, designed as a creative link between performing

artists and colleges and universities, provides for an artist to spend six to eight weeks on the campus as performer, teacher, and consultant to students and faculty. Students interested in professional careers in the performing arts have a unique opportunity to learn about its hazards and rewards. The affiliate artist at Maryville is Miss Karen Roewade, who has appeared on network television shows, in New York opera productions, and in concert performances.

Sports and Recreation

In the belief that physical well being is essential to the full achievement of one's potential, the College encourages participation in all forms of athletic and outdoor recreation. Intercollegiate athletic teams play full schedules in football, basketball, wrestling, track, baseball, and tennis. Intramural sports for both men and women attract a large percentage of students who compete individually and as members of society, dormitory, or independent teams.

The Social Committee sponsors social dancing, square dancing, movies, and regular evenings of informal recreation for students and faculty. The swimming pool, tennis courts, and other facilities are made available at specified times for those who wish to use them. Because of the location of the College, hiking is a favorite form of recreation, and bicycling is growing in popularity.

The Creative Leisure Program

The Creative Leisure Program brings together small groups of students, faculty, staff, and townspeople who share common interests, such as hiking, camping, photography, painting and sketching, folk music, drama, and crafts. Membership is open to all who are willing to contribute their time, talent, and enthusiasm. This program provides not only a creative outlet, but an excellent opportunity for the extension of relationships to those outside one's own everyday sphere of activity.

Organizations

Students have an opportunity to participate in a variety of organizations that represent special interests: *Athletics*—The Women's M Club and the Varsity Lettermen's Club; *Dramatics and Forensics*—The Playhouse and the Debate Team; *Education*—the Student National Education Association; *Music*—The College Choir, the Highlander Band, and the College-Community Orchestra.

Two professional societies, Phi Mu Alpha Sinfonia for men and Delta Omicron for women, are national professional music fraternities open to students who meet certain academic standards and who take an active part in musical activities. The student M.E.N.C., affiliated with the Music Educators National Conference, is open to all students interested in teaching music.

Honor societies include Alpha Gamma Sigma, organized in 1934, the College scholarship honor society with requirements similar to those of Phi Beta Kappa; Beta Beta Beta, the national honor society in biology; Pi Delta Phi, the national honor society for students of French; Pi Gamma Mu, the national social science honor society; Pi Kappa Delta, the national honorary forensic fraternity; Psi Sigma Mu, the honor society for students of psychology; Sigma Delta Pi, the national

honorary fraternity for students of Spanish; Tau Kappa Chi, honorary society for music students; and Theta Alpha Phi, the national dramatic fraternity.

Of long standing at Maryville are four social organizations that function as sister-brother pairs: Chi Beta and Kappa Phi, and Theta Epsilon and Alpha Sigma. They offer a variety of activities, including weekly meetings, intramural sports, service projects, picnics, dances, and other social activities.

The *Student Handbook* contains more information about these organizations.

Publications

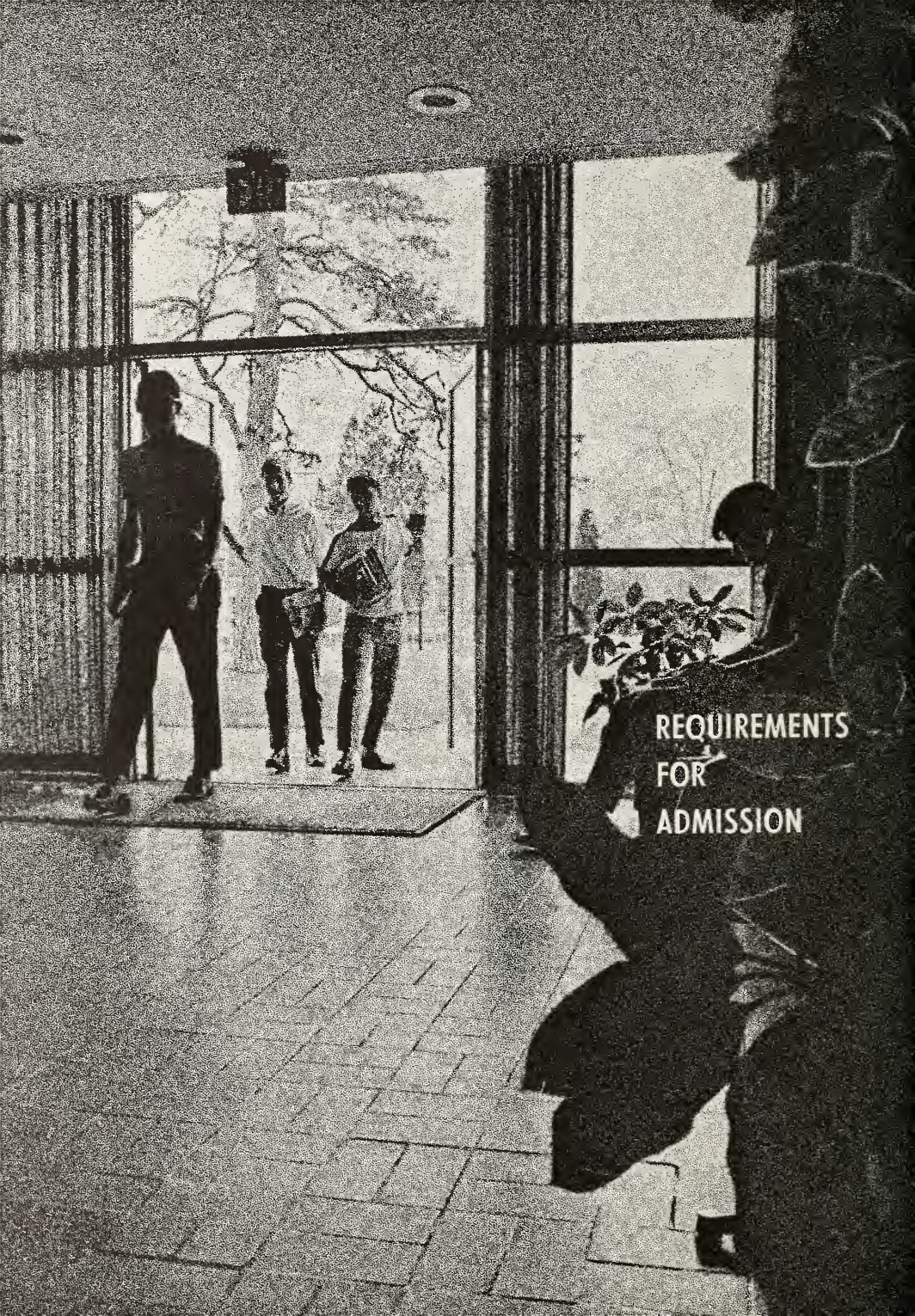
Maryville College has two publications edited by students. The *Highland Echo* is the college newspaper, published weekly under the direction of an editor elected by the staff. The *Chilhowean*, the yearbook published each spring, is sponsored by the Junior Class, from whose members the editor and business manager are elected. Both publications are under the general supervision of the Publications Committee.

Counseling and Testing

Various testing and guidance programs are available to the students through the Deans' offices. A vocational and personality testing service to aid in the choice of a career is provided by the Office of the Dean of Students. Each student is assigned a faculty advisor who provides individual counseling regarding the student's academic life. In addition, counseling on personal problems is available through the Deans and the College Chaplain.

In conjunction with the design of the three residence halls for freshmen, the College has developed a program called Small-Group Living in which a junior or senior counselor lives with a unit of eight freshmen. The counselors, whose responsibilities supplement those of the housemother, receive special training and are available to help new students form good study habits and use their new college freedom wisely.

Each year if the demand is sufficient the College sponsors a reading improvement course to help those students whose academic achievement seems to be jeopardized by poor reading habits. An additional fee is charged for this course. Students who are having academic difficulties are urged to confer with individual instructors for help with their problems.



REQUIREMENTS FOR ADMISSION

REQUIREMENTS FOR ADMISSION

Maryville College enrolls qualified men and women students regardless of race or religion. Admission is based on evidence that the applicant possesses the qualities needed for satisfactory achievement in terms of character, ability, academic foundation, purpose, personality, and health. This evidence is obtained from the applicant's high school record, college entrance tests, evaluations submitted by the high school principal, teachers and other school officials, and the family physician. Acceptable scores on the Scholastic Aptitude Test or the American College Testing program are required for admission to Maryville College.

Prescribed Entrance Credits

To be eligible for admission, the applicant must have been graduated from an approved high school in the upper half of his class, with a minimum grade average of "C," and present the following specified credits out of the total number of credits required for graduation:

Required	*units*
English	4
Laboratory science	1
Mathematics (2 in algebra or 1 each in algebra and plane geometry)	2
Social studies	1
Electives from list below	5
Electives	
Additional mathematics (excluding general mathematics and arithmetic)	1-2
Additional science	1-3
Additional social studies	1-3
Foreign languages	2-6
Bible	1
Music theory	1

The above-listed electives indicate the maximum number of units that may be presented in each subject. Although a foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

Advanced Placement

Applicants who have taken college-level courses in high school and have made a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board, may be placed in advanced courses in those fields. College credit will normally be authorized only upon the successful completion of the next higher level course taken at Maryville College.

Application for Admission

Application forms will be furnished upon request. A form for submitting this request will be found inside the back cover of this catalog. A fee of $10 to cover the cost of processing the application must be submitted with the completed application form. This fee is not refundable.

Students may be admitted at the beginning of any of the ten-week terms. Applications should be submitted well in advance to allow sufficient time for processing before the quota for the term has been filled. A medical form to be completed by the family physician will be furnished the applicant when acceptance for admission is confirmed.

Results on either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the tests of the American College Testing Program (ACT) must be provided through the high school or direct from the testing service. Additionally, foreign students are required to submit the results of the "Test of English as a Foreign Language" (TOEFL) of the Educational Testing Service. Applicants will be accepted for admission when all credentials have been received and approved by the faculty Committee on Admission and Standing.

Maryville College is a residential liberal arts college dedicated to the ideals set forth in the statement of Purpose and Objectives found on page 8 of this catalog. Students who apply for admission to Maryville College should be in sympathy with the institution's basic objectives and standards.

Admission from Other Colleges

Students with satisfactory credentials may be admitted by transfer from other colleges. Acceptance will be based upon the applicant's meeting the requirements of Maryville College for admission to the freshman class and having maintained at least a C average in all college work previously undertaken. Advanced standing is granted on a tentative basis, subject to an acceptable scholarship record at Maryville College. Credit is allowed only for recognized liberal arts subjects. Students transferring from non-accredited institutions may be accepted under probationary conditions.

Those who desire admission by transfer must make formal application and submit the credentials described in previous paragraphs for admission to the freshman class. In addition each applicant must have sent to this college by the registrar of the college previously attended a transcript of credits, including entrance units and a statement of honorable dismissal.

Transfer students are required to complete at least three terms of residence work and 4 courses in their major field at Maryville College to be eligible for graduation. Graduates of accredited junior colleges are normally admitted to the junior class but must complete at least 20 courses at this college before graduation. In computing scholarship averages for graduation, quality points on transferred work are assigned on a basis not higher than the student's average grade at Maryville College. Credit is not allowed for correspondence work.

Admission As Special Student

Under certain circumstances an applicant over 21 years of age, not qualified for admission as a freshman, may be admitted as a special student. While demonstrated fitness to do college work is required, a special student is not classified as a candidate for a degree. In case a special student decides to become a candidate for the degree, he must satisfy the entrance requirements in full within two years from the time of his admission. No person is admitted as a special student who can meet the requirements for admission as a regular student.

FEES
AND
FINANCIAL

FEES AND FINANCIAL AID

For the 1969-1970 school year, resident students pay to the College $2,100.00, and commuting students pay $1,200.00, exclusive of books. It is anticipated that for the 1970-1971 school year costs will be $2,200.00 for resident students and $1,300.00 for commuting students.

Itemized Expenses

All Students Pay for the Academic Year (Nine Months)

Tuition	$1,125.00
This sum includes library and basic laboratory fees. See below for further information about laboratory fees.	
Students Activities*	52.50
Group Hospitalization Insurance, including Major Medical	22.50

Residence Hall Students Pay in Addition

Room	400.00
Board	450.00
Laundry	30.00
Health Fee	20.00

Approximate Total of College Bills for the Academic Year

For the resident student	2,100.00
For the commuting student	1,200.00

Other Expenses, Paid When Applicable

Student Teaching (3 units)	30.00
Science Laboratory Fees	6.00
For each science course above one, taken in any term by juniors and seniors.	
Gymnasium uniforms for women	6.00
Graduation	6.00
To be included in the last payment before graduation.	
Graduate Record Examination	3.00
To be included in the last payment before graduation.	
Late Registration	2.50
Charged those who do not complete registration in accordance with the regularly announced registration schedule.	
Late Payment	5.00
Charged those who have not paid bills by the designated date.	
Art Laboratory Fees	
Art 201, 208, 308	5.00
Art 202, 301	10.00

Applied Studio in Art

Each 10-week term (does not include materials used)	
Class	15.00
Private	20.00
Applied Art Studio Rental (per term)	9.00

*The student activities fee entitles students to the use of the athletic equipment, admission to all regular athletic and forensic contests on campus, general admission to the Artists and Lecture Series, one subscription to the **Highland Echo**, one copy of the **Chilhowean**, the use of the Student Center and rental on a mailbox in the College Bookstore.

Applied Lessons in Music

Music for majors:	
One half-hour private lesson a week	
Nine months	70.00
Fall term plus 4-week interim	30.00
Winter and spring terms	40.00
Two half-hour private lessons a week in the same field, or one lesson each in two fields	
Nine months	100.00
Fall term plus 4-week interim	40.00
Winter and spring terms	60.00
Class lessons in each applied field (2 meetings a week)	
Each 10-week term	20.00
Music for non-majors:	
One half-hour private lesson a week	
Nine months	100.00
Fall term plus 4-week interim	40.00
Winter and spring terms	60.00
Two half-hour private lessons a week in the same field	
Nine months	130.00
Fall term plus 4-week interim	50.00
Winter and spring terms	80.00
Class lessons in each applied field (2 meetings a week) (offered only in piano, strings, voice)	
Each 10-week term	30.00
Music for non-college or part-time college students:	
One half-hour private lesson a week	
Nine months	130.00
Fall term plus 4-week interim	50.00
Winter and spring terms	80.00
Part-time college students' class lessons in piano	
Each 10-week term	35.00
One half-hour private lesson a week with student teacher	
Fall term plus 4-week interim	30.00
Winter and spring terms	43.00
Each 10-week term	25.00
Practice room rental fees (nine months)*	
Piano student (private or class)	
5 hours a week	12.00
10 hours a week	18.00
Voice students (private or class)	
5 hours a week	9.00
10 hours a week	15.00
Instrumental students (private or class)	
5 hours a week	7.50
10 hours a week	12.00

*These fees may be paid in two installments as other fees are paid.

Organ students (private only)	24.00
(on practice organs)	
5 hours a week	24.00
10 hours a week	36.00
(on Music Hall or Chapel organs)	
1 hour a week	9.00

Advance Fees Required

All students are required to pay an advance Class Registration Fee of $10 and a tuition deposit of $50 which will be credited against the total payment.

New Students: An applicant is not assured of admission until all of his credentials have been received and approved and his tuition deposit of $50 received. The Application Fee of $10 received earlier is not refundable but at the time the application is approved becomes the advance Class Registration Fee mentioned above.

Returning Students: Unless the $10 Class Registration Fee is paid to the College before the last day of the Spring term, a student is not assured of a place in the classes of the Fall term for which he may have enrolled at the time of advance registration. Each student must also make an advance payment of $50 for tuition deposit before May 1 (see below).

The College holds the $10 fee as a breakage deposit until the close of the school year, when it is refunded with such deductions as are necessary. This deposit covers Laboratory breakage and any other miscellaneous items for which special payment may be due from the individual student. If an accepted applicant withdraws his application, the advance Class Registration Fee of $10 is not refunded.

Terms of Payment

Fees in full are due on or before September 1, 1969, and January 15, 1970. The resident student pays $1,100, less the tuition deposit, on or before September 1. He pays $1,000 on or before January 15.

Commuting students pay $1,200 for the year, $650 due on or before September 1, and $550 due on or before January 15. Checks should be made payable to Maryville College and mailed to the Treasurer's Office.

No deductions in charges are made for absence at the beginning or end of the term; partial refund of board may be made under certain circumstances, but no other refund is made. Since the College does not assume the responsibility for the student during periods when it is not in session, itemized rates do not include room and board for vacation periods.

Rooms in the Residence Halls

The tuition deposit required of all students becomes an advance payment on room rent when the student completes enrollment. If a student notifies the Admissions Office before May 1 (for the fall and interim terms), or before December 1 (for the winter and spring terms), that he wishes to cancel his reservations, the $50 will be refunded. There will be no refund after May 1 or December 1, as the case may be.

Rooms are reserved for accepted students in the order of payment of the tuition deposit. However, the head of the residence hall may make reassignments of particular rooms at any time it seems advisable. Returning students are required to pay this deposit only once for the year; it must be paid before May 1, and no refund will be made after that date. Rooms and dining hall places cannot be reserved until this deposit is received and will not be held beyond noon of the first day of classes in the term unless the full room rent has been paid. Usually two students occupy one room. When rooms are available, a student may room alone by paying an additional rental fee.

All residence hall rooms contain wardrobes, single beds and mattresses, desks with built-in bookcases, chairs, and dressers. Bedspreads and draperies are also furnished in the new residence halls occupied by freshmen. The student provides pillows, blankets, and any other necessity not here specified. However, a pillow and blanket rental service is available. The use of a linen rental service, which provides clean linen each week, is required of all students. By special arrangement with a linen service supply company, the College has available to all resident students a linen rental service. For a cost of $30 for the academic year, the company each week furnishes a supply of clean linen, consisting of two sheets, one pillow case, and three bath towels. The linen is dispensed from individual metal lockers in each residence hall. This service is offered as a convenience for students, and its use is required by the College. Complete details and a reservation form will be mailed to all students prior to the opening of College.

All students who are away from home live in the residence halls and take their meals in the College dining room except by special permission granted in unusual cases. The maintenance of standards makes necessary the supervision and inspection of residence halls. Regulations governing the various halls can be found in the *Student Handbook.*

Part-Time Students

The usual load for students is three courses in the ten-week terms and one course in the four-week term. Resident students are required to carry the full load and to live in the residence halls and eat in the College dining room.

Local students admitted on a part-time basis may carry fewer courses. In such cases the tuition charge is $130 per course. Persons not enrolled as students in the College may attend classes as auditors by paying a nominal fee of $25 per course.

Textbook Rental

In 1888 Miss Sarah B. Hills of New York contributed a fund for the establishment of a loan library, the James R. Hills Library, in order that students unable to purchase the necessary textbooks might have the privilege of renting them at a nominal rate. Students may rent many of their textbooks, although some must be purchased. This rental library is administered through the College Bookstore.

The Infirmary

The Ralph Max Lamar Memorial Infirmary on the campus is available for resident students. Each morning, Monday through Friday, at specified hours, the College physician is present for free medical consultation and prescriptions. Confinement up to 5 days is paid by the Student Health Insurance Plan. The rate is $3 per day thereafter. The facilities of the Blount Memorial Hospital, near the campus, are available in cases of serious illness. A portion of the expenses for students confined there is covered by the Student Health Insurance Plan. The student must pay for any other medical attention that may be required. The College uses every possible means to protect the lives and health of its students, but cannot assume any financial responsibilty for injuries or illness.

Hospitalization

A group hospital and surgical insurance policy provides daily hospital benefits and surgeon's fees according to a specified schedule. Benefits apply to hospital and surgical expenses incurred during the year September 1—August 31. The premium for group hospitalization insurance is $15 and the premium for major medical insurance is $7.50. The total of $22.50 is payable September 1, as part of the student's regular payment. Further information about the policy may be obtained from the office of the Dean of Students.

Financial Aid Program

The Maryville College Student Help program, begun in 1825, has brought a college education within reach of large numbers who would otherwise have found it difficult to attend college. Each year approximately fifty percent of the student body participates in some phase of the financial aid program, which falls into four general categories: Employment, Loans, Grants, and Scholarships.

Employment: Any student may apply for part-time work on campus. Various types of jobs are available in the dining room, the library, the bookstore, the printing office, the science laboratories, and the departmental and administrative offices, as well as in the custodial service of the College. The amount a student is able to earn during the year will vary, depending upon the type of work, the degree of skill, the amount of personal responsibility involved, and the amount of time the student has available. Some students earn as much as one-fourth of the amount needed to pay college bills.

Loans: Short term loans, repayable during the college year, are available from the College Rotating Loan Fund for those students who wish to pay college bills on a deferred or installment basis. Freshmen and transfer students may borrow up to fifty percent of fees that are due on either of the payment dates, September 1 and January 15. Currently enrolled students may borrow up to eighty percent. Loans covering the fall period must be repaid by January 1. Loans covering the spring period must be repaid by May 15. Endorsement is not required, but a student may borrow only with the full knowledge of his parent or guardian who thus accepts joint responsibility for the payment.

Maryville College participates in the National Defense Student Loan program, which offers long-term loans to qualified students. Restrictions are made

necessary by the limited amount available and the stipulation by Congress that the funds must be used for college students of demonstrated ability.

Long-term loans are also available through the Guaranteed Loan Program. In this program the student applies for a loan directly to a participating bank or other lending agency, or to a state agency. The Federal Government helps with interest charges and repayment may extend for as much as ten years from the date the borrower finishes college.

Grants: Educational Opportunity Grants, as established by the Higher Education Act of 1965, are available in limited numbers to students of academic and creative promise who require exceptional financial assistance. In addition, Maryville College makes grants in varying amounts, from $100 to half-tuition, to those who have exhibited outstanding leadership qualities in areas such as student government, drama, debate, athletics, and school publications; to dependent children of ministers, missionaries, and other full-time professional church workers; to graduates of Blount County high schools; to valedictorians and salutatorians of specified high schools in East Tennessee; and to others who meet particular qualifications described in the financial aid brochure. Incoming freshmen who are art or music majors may compete for Fine Arts awards in the amount of $300 in art, piano, organ, voice, stringed or wind instruments. There are also competitive awards for upperclassmen in each category.

Those interested in more detailed information about the types of financial aid described above should write the Director of Admissions and Student Aid, Maryville College. Applications for the Competitive Fine Arts Awards may be secured from the Chairman of the Department of Fine Arts.

Prizes and Awards

Scholarships: Scholarships are available to students of superior ability, character, and promise. Some are granted for the freshman year only, while others are renewable for a maximum of three years under certain conditions. These include the Kind Memorial Scholarships in the amount of $250 each; the Padgett Memorial Scholarships, varying in amount from $100 to $600; the Readers Digest Foundation Scholarship, varying in amount from $100 to $400, depending upon the individual's need; the Lombe Honaker Scholarships for athletes who meet specific academic requirements; Bess and Hyman Arnowitz Scholarship; Mr. and Mrs. Edward S. Cowdrick Scholarship; and class of 1912 Scholarship.

The Alexander English Prize: Through the generous provision of Dr. and Mrs. John McKnitt Alexander, an annual prize, consisting of the income from a fund of $1,000, is offered to the member of the senior class who makes the best four-year record in English.

The T. T. Alexander Fund: A generous friend of the College who wishes to remain anonymous established this fund in honor of one of Maryville's early foreign missionaries. It provides awards annually to students from abroad adjudged by the Committee on Student Help to have special need and merit.

Alpha Gamma Sigma Scholarship Award: The alumni members of the Maryville College scholarship honor society, Alpha Gamma Sigma, have provided a fund by individual contributions to establish a scholarship to be awarded each

year to the incoming junior who, at the end of the sophomore year, has the highest scholarship record in his class and is adjudged superior in character, campus citizenship, and leadership.

Bank of Maryville Economics Prize: A prize of $50 is given annually at Commencement by the Bank of Maryville to the student doing the most outstanding work in the field of Economics during the year.

Blount National Bank Business Prize: A prize of $25 is given annually by the Blount National Bank, of Maryville, to the student doing the best work in the field of Business Administration.

The Barraclough Choir Award: An award is given annually at Commencement time by Dr. and Mrs. Henry Barraclough, of Philadelphia, Pa., to that senior who has been a member of the Choir of Maryville College for at least two years and who is adjudged to have been most outstanding in service to the Choir and also to have been an active Christian leader and a successful student.

Bates Bible Prize: A gift of $2,000 was made by the Reverend William H. Bates, D.D., of Greeley, Colo., to establish a fund, the income of which is awarded annually under certain conditions to seniors for proficiency attained in Bible study.

Bates Forensics-Drama Prize: A gift of $1,000 was made by the Reverend William H. Bates, D.D., of Greeley, Colo., to establish a fund, the income of which is at present used for an annual prize to be awarded a junior or senior participant in forensics or drama, ordinarily in alternate years. The award is made each year to a participant who in the judgment of the director of the activity, the Chairman of the Department, and the Dean of the College has been most outstanding in forensics or drama and at the same time has made a successful academic record.

Davies Fine Arts Scholarship Prize: This fund, established in 1960 with initial gifts by students majoring in the Fine Arts, is named in honor of Miss Katharine Currie Davies, Chairman of the Department of Fine Arts from 1936 to 1964, and her parents, the Reverend Dr. and Mrs. George E. Davies. Income from the fund is used for awards to students majoring in Fine Arts, selected at the end of their junior year by the Fine Arts Faculty on the basis of achievement and progress in the major field, overall academic record, contribution to the College's life and work, financial need, and promise for the future.

Susan Allen Green Scholarship Prize Fund: A gift of $1,000 was made before her death by Mrs. Louis A. Black (nee Susan Allen Green) to establish a scholarship prize fund from which annually the income is to be awarded to the most outstanding and promising member of the junior class majoring in biology. Some additional gifts in her memory have been added to this fund.

Elizabeth Hillman Chemistry Prize Fund: The sum of $1,000 was contributed in 1919 by Miss Sara F. Hillman, of Pittsburgh, Pa., to establish a fund, the income of which is to be used to provide "a prize or prizes to be awarded to women students for excellence attained in the Department of Chemistry." Since 1933-1934, the prizes have been awarded each year to the women students having the highest grades in chemistry at the completion of a stipulated number of hours (two courses of which must have been taken at Maryville). Any student having received the prize is ineligible for further competition.

The George A. Knapp Mathematics Scholarship Fund: A fund of $1,000 was established in 1941 by Tracy F. Knapp, Mary Gertrude Knapp Barrett, and

Josephine Knapp Kiefer as a memorial to their father, Dr. George A. Knapp, who served as Professor of Mathematics and Physics at Maryville College from 1914 to his retirement in 1938. The income from this fund is awarded each year as a prize to the senior or junior student who is adjudged by a committee to be the most outstanding and most promising among those majoring in mathematics.

The E. E. McCurry Scholarship Prize: This fund was established in 1959 through initial gifts by the men students then rooming in Carnegie Hall and was named in honor of Mr. E. E. McCurry, Proctor of Carnegie Hall, who retired in 1959 after 43 years of service to Maryville College. Income from the fund is used for an annual award to a man selected at the beginning of his sophomore year on the basis of scholarship and need.

The Verton M. Queener Scholarship Prize Fund: In April, 1959, by a gift from Mr. N. C. Caudill, Vice-President and Treasurer of Genesco, Nashville, Tennessee, a scholarship prize fund was established in honor of Dr. Verton M. Queener, Chairman of the Department of History at Maryville College at the time of his death in 1958. Since that time additional gifts have been made by Mr. Caudill and Maryville College classmates of Dr. Queener. Two awards, each consisting of one-half of the income, are made annually to the outstanding junior in political science and to the outstanding junior in American and English history.

Theatre Arts Trophies: Two awards known as the Nita Eckles West Playhouse Awards are presented annually to students participating in the Theatre and Speech Arts. These awards are provided by Mr. Charles T. West, of Maryville, in honor of his grandmother, who was for more than forty years a member of the faculty of Maryville College in charge of the work in drama and speech.

The Dr. J. W. F. Davies Trophy: This trophy is given annually to a student who best exemplifies excellence in the technical aspects of the theatre. The technical field includes scene construction, work in costuming, stage lighting, and creative design.

Woodrow Wilson National Fellowship Winners

Eleven Maryville College graduates have been selected for awards for graduate study by the Woodrow Wilson National Fellowship Foundation:

Mrs. Lawrence M. Blakely (Ruth Morris)	1958
Keith Ham	1959
John C. Gilmour	1960
Charles Patrick Pearson	1961
Harriete Fuhrman	1962
Mrs. Graham L. Gross (Judith Mikeal)	1963
Gloria Sturmfels	1964
Carolyn Huff	1965
Lois Huffines	1967
Marilyn Rankin	1967
Merry L. Burlingham (honorable mention)	1968
Susan Joyce Fershee (honorable mention)	1969

DIRECTORIES

OFFICERS AND FACULTY, 1969-1970

(The year opposite each name is that of first appointment)

Administrative Officers

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D. — 1961
President
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
B.A., Trinity University; B.D., McCormick Theological Seminary, 1939; Honorary Degrees: D.D., Trinity University, 1950, and LL.D., Maryville College, 1960.

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D., Litt.D., L.H.D., S.T.D., Pd.D. — 1930
President Emeritus
B.A., Maryville College; B.D., McCormick Theological Seminary, 1924; Honorary Degrees: D.D., Maryville College, 1929; LL.D., Centre College, 1940, and University of Chattanooga, 1953; Litt.D., Lake Forest College, 1954, and Westminster College, Utah, 1955; L.H.D., Lincoln Memorial University, 1955; S.T.D., Blackburn College, 1955; Pd.D., Monmouth College, 1961.

BOYD LEE DANIELS, B.A., B.D., Ph.D. — 1967
Dean of the College
B.A., College of Wooster; B.D., McCormick Theological Seminary, 1950; Ph.D., Duke University, 1956.

FRANK DELOSS MCCLELLAND, B.A., M.S., LL.D. — 1937
Dean Emeritus and Assistant to the President
B.A., Grove City College; Pennsylvania State College, 1922, 1923; M.S., 1929, and LL.D., 1936, Grove City College.

RAYMOND IRVING BRAHAMS, JR., B.A., M.A. — 1958-1966; 1969
Administrative Assistant to the President
B.A., Maryville College; M.A., University of Colorado, 1952.

EDWARD FAY CAMPBELL, B.A., S.T.B., D.D., LL.D., S.T.D., L.H.D. — 1961
College Chaplain
B.A., Yale University; S.T.B., Yale Divinity School, 1924; Honorary Degrees: D.D., Washington and Jefferson College, 1942, Tusculum College, 1944, Centre College, 1947, Lafayette College, 1963; LL.D., Waynesburg College, 1950, Buena Vista College, 1955; S.T.D. Coe College, 1953, Millikin University, 1953, Hastings College, 1959, Alma College, 1959; L.H.D., Lewis and Clark College, 1961.

HUGH RANKIN CRAWFORD, JR., B.A. — 1961
Assistant Business Manager and Purchasing Agent
B.A., Maryville College.

ARTHUR FRANKLIN DEES, B.A. — 1965
Director of Communications
B.A., Carson-Newman College; University of Tennessee, 1963-1965.

DONALD PETER ELIA, B.S. in Ed. — 1968
Acting Dean of Men
B.S. in Ed., Maryville College.

DANIEL FRANK LAYMAN, B.A. — 1956
Treasurer and Business Manager
B.A., Carson-Newman College.

VIOLA LIGHTFOOT, B.A. — 1934
Registrar
B.A., Maryville College; University of Tennessee, 1963.

EDITH FRANCES MASSEY, B.A., M.S. — 1947
Dean of Women
B.A., Maryville College; M.S., University of Tennessee, 1955; Florida State University, 1963, 1964.

WILLIAM A. RIBBLE — 1967
Director of Student Aid
Ball State University.

WILLIAM F. TAYLOR, JR. — 1963
Director of Admissions
Davidson College, 1923-25; University of Tennessee, 1925-27; Graduate of Columbia Theological Seminary, 1938; Chaplain, Colonel, United States Air Force (Ret.)

Faculty of Instruction

Joseph J. Copeland, B.A., B.D., D.D., LL.D.
President

Boyd Lee Daniels, B.A., B.D., Ph.D.
Dean of the College

Boydson Howard Baird, B.A., M.S. 1959
Associate Professor and Chairman of the Department of Health and Physical Education and Director of Athletics
B.A., Maryville College; M.S., Indiana University, 1948.

*Charlotte Hudgens Beck, B.Mus., M.A. 1966
Instructor in English
B.Mus., University of Tennessee; M.A., ibid., 1966.

Alfred Cecil Behel, B.A., M.S. 1968
Instructor in Education and Psychology
B.A., David Lipscomb College; M.S., University of Tennessee, 1968.

Agnes Thornton Bird, B.S., M.A., Ph.D. 1968
Assistant Professor of Political Science
B.S., Texas Women's University; M.A., 1959, and Ph.D., 1967, University of Tennessee.

*Carolyn Louise Blair, B.A., M.A., Ph.D. 1948
Professor of English and Secretary of the Faculty
B.A., Alabama College, M.A., 1948, and Ph.D., 1961, University of Tennessee.

James Albert Bloy, B.A., B.Mus., M.Mus., S.M.D. 1953
Professor of Music
B.A., and B.Mus., North Central College; M.Mus., Eastman School of Music, 1953; New York University, 1960; S.M.D., School of Sacred Music, Union Theological Seminary, 1964.

Robert John Bonham, B.Mus., M.Mus. 1965
Instructor in Music
B.Mus., Phillips University; M.Mus., University of Kansas, 1964.

Frank Octave Brunell, A.B., M.S. 1968
Instructor in Biology
A.B., Indiana University; M.S., University of Pennsylvania, 1966.

Dale LaVerne Bunse, B.A., M.F.A. 1968
Instructor in Art
B.A., Willamette University; M.F.A., Arizona State University, 1968.

Arthur Story Bushing, B.A., M.A. 1947
Associate Professor of English
B.A., Maryville College;; M.A., 1948, and 1951-1953, 1967-1968, University of Tennessee; University of Iowa, 1948, 1949; Duke University, 1956.

David Ray Cartlidge, A.B., B.D., Th.D. 1966
Assistant Professor of Philosophy and Religion
A.B., College of Wooster; B.D., McCormick Theological Seminary, 1957; Th.D., Harvard University, 1969.

Ralph Thomas Case, B.A., B.D., Ph.D. 1939
Independent Study Editor
B.A., Parsons College; B.D., McCormick Theological Seminary, 1919; Ph.D., University of Iowa, 1929.

Ronald J. Castle, B.F.A., M.F.A. 1969
Assistant Professor of Art
B.F.A., University of Tennessee; M.F.A., ibid., 1969.

Herma Ramsey Cate, B.A., M.A. 1965
Assistant Professor of English
B.A., Berea College; M.A., University of Tennessee, 1961.

Dean J. Champion, B.S., M.A., Ph.D. 1968
Lecturer in Sociology
B.S., Brigham Young University; M.A., ibid., 1963; Ph.D., Purdue University, 1965.

Ralph Stokes Collins, B.A., M.A., Ph.D. 1935-1945; 1967
Professor and Chairman of the Department of Foreign Languages
B.A., University of North Carolina; M.A., ibid., 1931, University of Munich, Germany, 1932-1933; East Carolina College, 1933-1934; Middlebury College, 1936-1937; Ph.D., Johns Hopkins University, 1938; Russian Institute, Columbia University, 1948-1949; U.S. Army School, Regensburg, Germany, 1951-1952.

*On leave of absence for advanced study, 1969-1970.

Carmian Forbush Davis, B.A., M.S. 1963
Assistant Professor of Physical Education
B.A., Oberlin College; M.S., Pennsylvania State University, 1941.

John Arthur Davis, B.A., M.A. 1940
Associate Professor of Physical Education
B.A., Maryville College; M.A., Columbia University, 1939; University of Tennessee, 1960, 1961, 1962.

William Hunter Dent, B.A., M.S. 1964
Assistant Professor of Mathematics
B.A., Maryville College; M.S., University of Kentucky, 1963; University of Tennessee, 1967-1968.

Thomas Lee Ferrell, B.S., Ph.D. 1969
Assistant Professor of Physics
B.S., Auburn University; Ph.D., Clemson University, 1969.

Grover Ellis Foley, Jr., B.S., S.T.B., Th.D. 1969
Assistant Professor of Philosophy and Religion
B.S., Rutgers University; S.T.B., Harvard University, 1958; University of Gottingen, 1958-1959; Th.D., University of Basel, 1963.

Glen Lloyd Foster, B.S., M.S. 1969
Assistant Professor of Education and Director of Tremont Environmental Education Center
B.S., Virginia Polytechnic Institute; M.S., University of Kansas, 1958.

Elizabeth Thomas Fowler, B.S., B.D., M.A., Ph.D. 1969
Assistant Professor of English
B.A., Birmingham-Southern College; B.D., Vanderbilt University, 1940; M.A., 1963, and Ph.D., 1968, University of Tennessee.

Lawrence H. Gangaware, B.A., M.S.S.W. 1969
Lecturer in Sociology
B.A., New York University; M.S.S.W., Columbia University, 1953.

Arthur Henry Hafner, Ph.B., M.A., Ed.D. 1969
Professor and Chairman of the Department of Education
Ph.B., Muhlenberg College; M.A., Lehigh University, 1946; Ed.D., Columbia University, 1955.

Harry Harold Harter, B.A., M.Mus., S.M.D. 1947
Professor of Music and Chairman of the Department of Fine Arts
B.A., San Jose State College; M.Mus., University of Nebraska, 1947; S.M.D., School of Sacred Music, Union Theological Seminary, 1961.

Audley Eugene Hileman, B.S., M.S. 1964
Assistant Professor and Chairman of the Department of Economics
B.S., Pennsylvania State University; M.S., North Carolina State University, 1962; Duke University, 1962-1964; University of Tennessee, 1967-1968.

Elizabeth Hope Jackson, B.A., M.A., Ph.D. 1935
Professor and Chairman of the Department of English
B.A., Smith College; Editorial Staff, Webster's New International Dictionary, 1930-1935; M.A., University of Michigan, 1940; Ph.D., University of Colorado, 1956; Leeds University, England, 1963.

Thomas E. Jones, B.S.Ed., M.F.A. 1962
Assistant Professor of Theatre and Speech
B.S.Ed., Northern Illinois State University; M.F.A., Ohio University, 1952; Ohio State University, 1956, 1957; Indiana University, 1963; Louisiana State University, 1967-1968.

Lauren Forrest Kardatzke, B.S., M.Ed. 1961
Assistant Professor of Physical Education
B.S., William and Mary College; M.Ed., ibid., 1961.

Dan Howard Kinsinger, B.A., M.Mus. 1954
Assistant Professor of Music
B.A., Eureka College; M.Mus., Northwestern University, 1953; University of Illinois, 1964-1966.

David John Kovarovic, B.A., M.A. 1969
Instructor in History
B.A., Siena College; M.A., New York University, 1963.

Marjorie Thiel Kratz, B.A., M.A., Ph.D. 1968
Assistant Professor of History
B.A., University of Massachusetts; M.A., ibid., 1960; Ph.D., University of Oregon, 1965.

Gary Melvin Kubin, B.S., M.S. 1969
Instructor in Mathematics
B.S., Cleveland State University; M.S., Ohio State University, 1969.

LEWIS LEE KULL, B.Mus., M.Mus. 1969
Instructor in Music
B.Mus., University of Texas; Trenton State College, 1962-1963; M.Mus., University of Houston, 1968.

EDITH MERLE LARGEN, B.S., M.S. 1949
Assistant Professor of Physical Education
B.S., Maryville College; M.S., University of Tennessee, 1951; and 1960.

NAOMI RUTH LESKO, B.A., M.A. 1968
Instructor in French
B.A., Wake Forest College; M.A., Middlebury College, 1968.

WALLACE LEIGH LEWIS, B.S., M.A., Ph.D. 1962
Assistant Professor of History
B.A., University of Akron; M.A., 1960, and Ph.D., 1969, University of Iowa.

NORMAN DUANE LOVE, A.B., M.A., Ph.D. 1967
Assistant Professor and Acting Chairman of the Department of Mathematics and Physics
A.B., Albion College; M.A., Western Michigan University, 1962; Ph.D., Michigan State University, 1967.

ROLAND FRANCIS LUKNER, B.A., M.A. 1968
Assistant Professor of German and Russian
B.A., University of Tulsa; M.A., University of Kansas, 1965.

BARBARA ANN LUNDIN, B.A., M.A. 1969
Instructor in Political Science
B.A., Macalester College; M.A., 1968, and 1968-1969, University of Wisconsin.

KATHRYN WORLEY MARTIN, B.A., M.A. 1950
Assistant Professor of Spanish and French
B.A., Vanderbilt University; M.A., 1943, and 1949-1950, **ibid.**; Universidad Internacional Menendez y Pelayo, 1956; University of Madrid, 1956-1959, 1967-1968.

STEVEN ELLIOT MELAMED, B.A., M.A. 1969
Instructor in English
B.A., New York University; M.A., The City College of the City of New York, 1966.

MARIE-ANGE MEYER-PLATE, B.A., M.A. 1969
Instructor in French
B.A., Institut de la Providence; M.A., Catholic University of Paris, 1964.

JAMES MARSHALL MILLER, B.A., M.A. 1968
Instructor in Sociology
B.A., University of Kansas; M.A., University of Missouri at Kansas City, 1968.

KATHRYN WOLFF NELSON, B.S., M.S., Ph.D. 1969
Assistant Professor of Sociology
B.S., Vanderbilt University; M.S., **ibid.**, 1963; Ph.D., George Peabody College for Teachers, 1968.

JOHN WILLIAM NICHOLS, B.S., M.S. 1967
Instructor in Mathematics
B.S., Maryville College; M.S., University of Tennessee, 1967.

PAUL JOSEPH OGREN, B.A., Ph.D. 1967
Assistant Professor of Chemistry
B.A., Earlham College; Ph.D., University of Wisconsin, 1968.

RUSSELL DEAN PARKER, B.A., M.A., Ph.D. 1964
Associate Professor of History and Acting Secretary of the Faculty
B.A., Lincoln Memorial University; M.A., 1951, and Ph.D., 1966, University of Tennessee.

LUCY HATMAKER PROFFITT, B.A., M.A. 1966
Instructor in Speech and Debate Coach
B.A., University of Tennessee; M.A., **ibid.**, 1968.

THOMAS CHRIS PUROFF, A.B., B.D., Ed.M. 1968
Assistant Professor of Education
A.B., Heidelberg College; B.D., Eden Theological Seminary, 1959; Ed.M., State University of New York at Buffalo, 1968.

*ROBERT CLINTON RAMGER, B.S., M.S. 1956
Assistant Professor of Biology
B.S., Maryville College; M.S., University of Tennessee, 1962; University of Minnesota, 1964-1965.

GRACE O. RODRIGUEZ, B.A., M.A. 1967
Assistant Professor of Spanish
B.A., University of South Florida; M.A., Florida State University, 1967.

*On leave of absence for advanced study, 1969-1970.

KAREN ROEWADE, B. Mus. 1967
Affiliate Artist
B.Mus., Northwestern University; Boston University, 1961-1962.

SALLIE WARTH SCHOEN, B.Mus., M.Mus. 1955
Assistant Professor of Music
B.Mus., Oberlin Conservatory of Music; M.Mus., 1952, and 1961-1962, 1964, 1965, Indiana University; Mozarteum, Salzburg, 1954.

VICTOR ROBERT SCHOEN, B.A., M.Mus. 1955
Assistant Professor of Music
B.A., Miami University; M.Mus., 1952, and 1961-1962, 1963, 1964, 1965, 1967-1969, Indiana University; Mozarteum, Salzburg, 1954; Columbia University, 1966.

MARGARET TURNER SHERER, B.F.A., M.S., Ed.D. 1966
Associate Professor of Education
B.F.A., Oklahoma City University; M.S., 1953, and Ed.D., 1967, University of Tennessee.

ARTHUR RANDOLPH SHIELDS, B.A., M.S., Ph.D. 1962
Professor and Chairman of the Department of Biology
B.A., Maryville College; M.S., 1939 and Ph.D., 1962, University of Tennessee; U.S. Navy Medical School, 1944-1945.

DANIEL BRITAIN STALLINGS, B.M.Ed., M.A. 1967
Assistant Professor of Music
B.M.Ed., West Texas State College; M.A., **ibid.**, 1958.

DONALD MEDFORD STINE, A.B., B.D., Th.D. 1967
Professor and Chairman of the Department of Philosophy and Religion
A.B., State University of New York (Albany); B.D., Princeton Theological Seminary, 1956; Th.D., **ibid.**, 1964.

ESTHER CORNELIUS SWENSON, B.A., M.A., Ph.D. 1963
Associate Professor of Philosophy and Religion
B.A., Maryville College; M.A., McCormick Theological Seminary, 1952; M.A., 1957, and Ph.D., 1960, Northwestern University.

*WILLIAM HERMAN SWENSON, B.A., B.A.E., M.A.E. 1962
Assistant Professor of Art
B.A., Maryville College; McCormick Theological Seminary, 1950-1952; B.A.E., 1956, and M.A.E., 1960, School of the Art Institute of Chicago; Castello Academy, Italy, 1963.

HOWARD JOHN TOMLINSON, III, B.S. 1959
Assistant Professor of Physical Education
B.S., College of William and Mary; University of Tennessee, 1965.

VIRGINIA TURRENTINE, B.A., M.A.L.S. 1953
Librarian
B.A., University of Tennessee; M.A.L.S., George Peabody College for Teachers, 1953.

CAROLE CARPENTER WAHLER, B.S., Ph.D. 1968
Assistant Professor of Psychology
B.S., University of Washington; Ph.D., **ibid.**, 1968.

**ARDA SUSAN WALKER, B.A., M.A., Ph.D. 1948
Professor and Chairman of the Department of History
B.A., Maryville College; M.A., University of Tennessee, 1941; Ph.D., 1958, and 1959, University of North Carolina; 1957-1958, Sorbonne.

JERRY EARL WATERS, B.A., M.A., Ph.D. 1963
Associate Professor and Chairman of the Department of Psychology
B.A., Maryville College; M.A., 1960, and Ph.D., 1964, University of Kentucky.

ROBERT ASHLIN WHITE, III, A.B., M.A. 1969
Instructor in English
A.B., Davidson College; M.A., University of Georgia, 1969.

MALCOLM M. WILLEY, B.A., M.A., Ph.D., L.H.D. 1968
Visiting Professor and Acting Chairman of the Department of Sociology
B.A., Clark University; M.A., 1921, Ph.D., 1926, Columbia University; L.H.D., Clark University, 1945, University of Maine, 1952.

DAVID PARIS YOUNG, B.A., Ph.D. 1963
Associate Professor and Chairman of the Department of Chemistry
On the Aluminum Company of America Foundation
B.A., Park College; Ph.D., University of Kansas, 1963.

*On leave of absence for advanced study, 1969-1970.
**On leave of absence for advanced study, winter and spring terms, 1969-1970.

Other Officers and Staff, 1969-1970

O. Paul Armstrong, B.A., M.Ed. 1968
Admissions Counselor
B.A., Maryville College; M.Ed., Wayne State University, 1943.

Charlotte Glass Bellows 1966
Head of Pearsons Hall

Lynn Ann Best, B.A. 1961
Circulation and Reference Librarian
B.A., Maryville College.

Fred Louis Blevins 1952
Chief Clerk in the Treasurer's Office

Pearle Paine Cathey 1962
Head of Women's Residence Hall I
Graduate of Silliman Junior College; Scarritt College, 1928-1929.

Dorothy Nethery Crawford, B.A. 1961
Assistant Order Librarian
B.A., Maryville College.

Lela Rudd Davis 1966
Staff Assistant in Margaret Lloyd Residence and Pearsons Hall

Russell C. Driver, B.A. 1968
Admissions Counselor
B.A., University of Michigan.

Josephine Dunlap, B.A., B.S.L.S. 1951-1967; 1969
Assistant Catalog Librarian
B.A., University of Tennessee; B.S.L.S., George Peabody College for Teachers, 1942.

Betty Jane Eggers 1957
Secretary in the Treasurer's Office

Marcia Thompson Ellis, B.A. 1965
Secretary to the Chaplain
B.A., University of Chicago.

Elizabeth Thompson Gillander 1966
Secretary and Assistant in Circulation

Thelma Hall, R.N. 1927
Nurse, Ralph Max Lamar Memorial Hospital

Alyne Nesbitt Harrison 1965
Head of McLain Memorial Hall

Florence E. Harter, B.S. 1949
Hostess in College Dining Room
B.S., University of Nebraska.

Patricia Havens 1968
Secretary in the Communications and Development Offices

Margaret Phyllis Hennemuth, B.A. 1950
Manager of College Stores
B.A., Maryville College.

Billie Sue Howard 1969
Secretary in the Treasurer's Office
Cumberland College.

Alice Lynn Howell, B.A., M.A., M.S.L.S. 1968
Catalog Librarian
B.A., University of Tennessee; M.A., ibid, 1934; M.S.L.S., University of Kentucky, 1968.

Jane Huddleston, B.S. 1954
Secretary to the Dean
B.S., Maryville College.

Robert Thomas Hutsell — 1934
Engineer

Mary Jane Keim, B.A. — 1968
Assistant in Broadcasting
B.A., Maryville College.

Karen R. Kruger, B.S., M.A. — 1967
Periodicals-Documents Librarian
B.S., State University College of Genesco, New York; M.A., University of Denver, 1967.

Sandra Lynn McMahan, B.S. in Ed. — 1967
Assistant in Registrar's Office
B.S. in Ed., Maryville College.

Margaret C. Miller — 1960
Assistant in the Registrar's Office

Dorothy R. Murphree, B.R.E. — 1969
Assistant in Publications
B.R.E., Southwestern Baptist Theological Seminary.

Gail Bradley Newroth, B.A. — 1968
Secretary-Receptionist in the Administrative Office
B.A., Maryville College.

Marion Leola Pope — 1966
Head of Men's Residence III
Diploma, Lewis Hotel Training School.

Robert David Proffitt, B.A., M.D. — 1961
College Physician
B.A., Maryville College; M.D., University of Tennessee Medical School, 1955.

Daniel R. Quarles, B.S. — 1969
Admissions Counselor
B.S., Maryville College.

Ruth Frances Reid — 1966
Head of Davis Residence for Women

Janice S. Roberts — 1963
Secretary to the Administrative Assistant to the President

Rowena Dibrell Robinson — 1951
Staff Assistant in Women's Residence I and Davis Residence for Women

Margaret Stevenson Ross, B.S. — 1968
Supervisor of Printing Office
B.S., Maryville College.

Victoria E. Samburg, B.S. — 1954
Assistant to Dean of Students and Dean of Women
B.S., Montreat College; Presbyterian School of Christian Education, 1949-1950.

Joan Elaine Stallings — 1969
Secretary to the Director of Admissions

Saundra L. Stephens — 1965
Technical Assistant in Cataloging

Velma H. Thomas, B. Mus. — 1969
Head of Margaret Bell Lloyd Residence for Women
B.Mus., Brenau College.

Eva Mae Vineyard — 1955
Cashier in the Treasurer's Office

Margaret Suzanna Ware — 1934
Dietitian and Manager of the Dining Hall
Graduate of Asheville Normal School; New York University, 1930.

Lawrence K. Weagley — 1968
Executive Housekeeper

Elizabeth Sloan Welsh, B.A. 1959
Assistant in the Development Office
B.A., Maryville College.

Mary Sloan Welsh, B.A., M.A. 1935
Assistant for Student Aid
B.A., Maryville College; M.A., University of Tennessee, 1953.

Elizabeth V. Welton 1966
Secretary to the President

Margaret Miller Williamson 1969
Office Secretary, Fine Arts Center
Maryville College.

Retirements, 1968-1969

Margaret McClure Cummings, B.A., M.R.E. 1940
Assistant Professor of Philosophy and Religion
B.A., Westminster College (Pennsylvania); M.R.E., Biblical Seminary in New York, 1938; American University in Beirut, 1962.

Margaret Catharine Wilkinson, B.A., M.A. 1919
Associate Professor of French
B.A., Maryville College; M.A., Columbia University, 1925; La Sorbonne, Paris, 1930; Emory University, 1935, 1940, 1956.

Short-term Appointments and Resignations, 1968-1969

Frederick Henry Bawel, B.Mus., B.S. in Ed., M.Mus. 1967
Instructor in Music
B.Mus., Jordan College of Music; B.S., in Ed., Butler University, 1952; M.Mus., College of Music of Cincinnati, 1954; Indiana University, 1965-1967.

Clinton Ivor Brown, B.Mus., M.Mus. 1968
Instructor in Music
B.Mus., DePauw University; M.Mus., Illinois Wesleyan University, 1946; Ball State University, 1954, 1956; Northwestern University, 1950, 1958, 1959.

Robert Caldwell Clark, B.S., M.A. 1966
Instructor in Mathematics
B.S., Maryville College; M.A., University of Tennessee, 1966.

Dale Wilson Dison, B.S., M.S. 1969
Instructor in Geography
B.S., Jacksonville State University; M.S., University of Tennessee, 1967.

Bill Alexander Fleming, B.A., J.D. 1966
Director of Development
B.A., University of Florida; J.D., ibid., 1966.

Tom Fuhr, A.B., B.D., Ed.D. 1965
Dean of Students
A.B., Hastings College; B.D., Union Theological Seminary, 1943; Ed.D., Columbia University, 1945.

J. Richard Herring, B.A. 1967
Director of Information Services
B.A., Bowling Green State University.

Thomas Issac Hicks, B.S., M.S. 1963
Assistant Professor and Acting Chairman of the Department of Mathematics and Physics
B.S., University of Chattanooga; M.S., Emory University, 1951; University of Tennessee, 1962-1963.

Betty Joe Ingle, B.A., M.A.L.S. 1962
Catalog and Assistant Librarian
B.A., George Peabody College for Teachers; M.A.L.S., ibid., 1962.

Sidney R. Jumper, B.A., M.S., Ph.D. 1969
Lecturer in Geography
B.A., University of South Carolina; M.S., ibid., 1953; Ph.D., University of Tennessee, 1960.

Seung Kyun Ko, B.A., M.A. 1968
Assistant Professor of Political Science
B.A., College of Wooster; M.A., 1963, and 1965-1967, University of Pennsylvania; University of Washington, 1964-1965.

Daniel Frank Layman, Jr., B.A. 1968
Admissions Counselor
B.A., Davidson College.

Anand Malik, B.A., M.A., D.Ed., Ed.D. 1969
Lecturer in Non-Western Studies
B.A., Panjab University; M.A., ibid., 1946; D.Ed., University of London, 1954; Ed.D., Columbia University, 1955.

Sharon June Matti, A.B., M.A. 1966
Instructor in English
A.B., University of Tennessee; M.A., ibid., 1966.

Mary Kathleen Moody 1968
Head of Margaret Bell Lloyd Residence for Women

Norma Long Porter 1968
Assistant in the Office of Information Services

Marilyn Kay Rankin, B.A., M.A. 1968
Instructor in English
B.A., Maryville College; M.A., University of Virginia, 1968.

Betsy Jane Ribble 1968
Office Secretary, Fine Arts Center
Ball State University.

Peggy Smith Robins 1967
Secretary in the Treasurer's Office

James Howard Schwam, B.S., M.A. 1947
Assistant Professor of Spanish
B.S., Memphis State College; M.A., George Peabody College for Teachers, 1946; Mexico City College, 1948; Columbia University, 1956.

Linwood Frank Snider, B.A. 1966
Associate Director of Development and Executive Secretary of Alumni Association
B.A., Maryville College; University of Chattanooga, 1964-1966.

David Anthony Stingle, B.S., M.A. 1967
Instructor in Psychology
B.S., Washington State University, M.A., Kent State University, 1967.

Barbara Turpin Semple, B.A. 1968
Secretary to the Director of Admissions
B.A., Maryville College.

David E. Wetzel, B.S., M.S. 1969
Lecturer in Education
B.S., Carson-Newman College; M.S., East Tennessee State University, 1964.

BOARD OF DIRECTORS

Class of 1970

Edward Brubaker, D.D.	Edgewood, N. J.
Joseph J. Copeland, D.D., LL.D.	Maryville
Joe Caldwell Gamble, B.A., LL.B., LL.D., *Chairman*	Maryville
James S. Hall, II, B.S.	Knoxville
Paul Floyd Jones, B.A., B.D.	Tunkhannock, Pa.
Raymond V. Kearns, Jr., D.D.	New York, N. Y.
Russell Arnold Kramer, B.A., J.D.	Knoxville
John C. Page, Jr., D.D.	Knoxville
Edwin Adkisson Shelley, B.A.	Knoxville
Herman Everette Spivey Ph.D., Litt.D.	Gainesville, Fla.
Robert Barr Stewart, D.D.	Chattanooga
Algie Sutton, B.A.	Greenville, S. C.

Class of 1971

Edwin Jones Best, B.A., *Recorder*	Maryville
Roy J. Fisher, B.S.	Maryville
Margaret M. Flory, B.A., M.A.	New York, N. Y.
Harold Gordon Harold, Ph.D., D.D.	Memphis
James Ward King, B.A.	Maryville
Robert James Lamont, D.D.	Pittsburgh, Pa.
James Hayden Laster, D.D.	Maryville
John Magill, D.D.	Cleveland Heights, Ohio
William L. Murray, A.I.A.	Harrisburg, Pa.
Samuel M. Nabrit, Ph.D.	Atlanta, Ga.
Joseph William Sullivan, Jr., B.A., LL.B.	Knoxville
Harold Blake Walker, D.D.	Evanston, Ill.

Class of 1972

Earl Winston Blazer, B.A.	Maryville
Edward L. R. Elson, D.D., Litt.D., LL.D.	Washington, D. C.
W. Glen Harris, Ph.D., *Vice Chairman*	Birmingham, Mich.
Julian Johnson, M.D.	Philadelphia, Pa.
Mildred J. Langston, M.A.	Rumson, N. J.
John Nevius Lukens, D.D.	Birmingham, Ala.
Neil McDade, Esq.	Chattanooga
Jack D. McSpadden, Esq.	Birmingham, Ala.
Lois Brown Murphy, B.A., *Assistant Recorder*	Louisville
James N. Proffitt, M.C.	Maryville
George W. Renneisen, LL.D., L.H.D.	Philadelphia, Pa.
William Garnett Walker, Ph.D.	Owensboro, Ky.

Honorary Directors

Clifford Edward Barbour, Ph.D., D.D.	Maryville
Lillias H. Dale, L.H.D.	Columbia
Daisy A. Douglas, B.A., LL.D.	Weirsdale, Fla.
Clemmie Jane Henry, LL.D.	Maryville
Albert Dubois Huddleston, Esq.	Ormand Beach, Fla.
Glen Alfred Lloyd, J.D., LL.D.	Chicago, Ill.
Ralph Waldo Lloyd, D.D., LL.D., Litt.D.	Bradenton, Fla.
Nellie Pearl McCampbell, B.A.	Knoxville
David Wilson Proffitt, LL.D.	Maryville
Herman Lee Turner, D.D., LL.D.	Atlanta, Ga.

DEGREES CONFERRED

At Community Issues and Values Convocation, October 8, 1968

Doctor of Letters

Frank M. Cross

At Commencement, June 2, 1969

Doctor of Divinity

Frederick R. Wilson

Doctor of Laws

William C. Crow

Bachelor of Arts

Sue Elizabeth Anthony
John Philip Bakelaar
Diana Louise Barnett
Waynetta Lyles Bays*
Penelope Blackwood, *cum laude*
Kathryn Ann Bridges, *cum laude*
Barbara Ann Bush
William Andrew Campton
Susan Jane Carr
Janchai Changtrakul
Brian Henry Childs
Mary Catherine Christofferson
Martha Ann Clabo
David Nethery Crawford
Alan Granville Cropper
Ethel Claire Cubbin*
Dana Elizabeth Dasher
Philip Der Pilbosian, Jr.
Stephen Rainey Dorner
Diana Lynn Drake
Carolyn Sue Edwards
Susan Joyce Fershee, *cum laude*
Leah Cromer Gardner
Linda Ann Giesselmann
Margaret Edwards Green*
Robert Laverne Harner III, *cum laude*
Patricia Helene Harvey*
Marthalee Hegner*
H. Craig Heller
Jean Hartley Hobson
David Jerome Hollingsworth
Areerat Hongspan
Carole Diane Householder
Sandra Sue Hunter
Pamela Dale Huskey
Sandra Louise Hynd
Richard Eldon Karns
Alfred Sylvester Keim, Jr.
Robert J. Kusek
Brenda Kaye Laipply, *cum laude*
Ann Spencer Little
Sue Sullivan McCampbell
John Richard McLaughlin
Sarah Denney McLaughlin
Mark Wayne McMaster
Rebecca Barr McNeil
Patricia Ann MacHarg*
Melody Thurman Marston
Thomas Galloway Marston
David Bruce Maxwell
Joan Edith Michaels
James Carl Moore, Jr.
Charles Henry Myers
Linda Lou Neel
Marcia Ann Newlin
Alice Marie Orman
Sharon Leah Owings
Mary Evelyn Paddison
Carl Louis Peter
Raymond Howard Phillippi*
Robert Bruce Phillips
Praon Pradipasen
Lillian Leslie Proffitt

*Graduation requirements completed December 18, 1968.

Ann Elizabeth Reynolds
Craig DeWitt Rigell
Mary Lee Roseborough
June Marguerite Rostan
Mary Jane Schussler
Karen Louise Schwarzwalder
Charles Herman Slaybaugh
Kathleen Susan Smith
Martha Diane Smith*
Howard Gerald Steigelman*
Marjorie Stewart
Darrell Johnson Stoker
Grace Sharon Sullivan
George Nelson Talley
Linda Sue Taylor, *cum laude*
Laurel Erskine Thomas
William David Thrall
Orena Sue Vest
Albert Joseph Wahl
Alice Elizabeth Weaver, *magna cum laude*
Marjorie Jacqueline Webb
Fredrick Howard West
Lois Ann White
Van Gould Williamson, Jr.
Brian Thomas Wilson
Wallace Franklin Wilson
George Veale Wood, Jr.*
Thomas Scott Wylie*

Bachelor of Science

Beverly Lynn Ash, *cum laude*
Helen Frances Barr
George Woodson Brown
William Walter Cox
Charles Morey Davies
Marilyn Davis**
Joseph Monroe Dawson
Terry Eagan Dorsett, *cum laude*
Nancy Sarah Eaker, *magna cum laude*
Alan Gibbs Friedrich
Sally Prichard Green
Movses K. Hovsepian*
Barbara Elizabeth Lappage*
Betty Jo Leary*
Joyce Ellen Leibundguth
Susan Marie Mackenzie
Arthur Stephen Masker
Paul Thomson Reiter
Robert Lee Sammons
Sara Jane Schug
Arta Hope Shields*
Richard Thomas Smith
William Scott Wood III

Bachelor of Science in Education

Martha Bess Agnew
Lynn Vera Anthony
Phillip Howard Bettis
Noreen Theresa Bovis
Catherine McLeod Currie
Nancy Joan Davidson, *cum laude*
Robert Carlton Dugan, Jr.
Donald Peter Elia
John William Forgety*
Ellen Margaret Gould
Virginia Marian Greeno
Mary Catherine Hallman, *cum laude*
Jon Warren Hancher
Judy Ann Hannah, *cum laude*
Nancy Elizabeth Hyde
Linda Doris Keeble
Susan Katherine Ketchum
Alan Thomas Marshall
Jeanne Ellis Myers
Kathleen Ruth Nelson
Susan Kathryn Powers
Charles Lynn Raby
Linda Jane Reifenkugel
Alexander Spotswood Robins, Jr.
Charleen Janet Schmidt*
Bruce Paul Semple
Janice Winkler Slough
Bruce Clarke Van Leuven
Sherry Annette Woodside

*Graduation requirements completed December 18, 1968.

ALUMNI CITATIONS

Each year at Commencement Maryville College recognizes alumni whose achievements in business, the professions, or government are outstanding. The following are holders of Alumni Citations.

1961

Earl Winston Blazer, Class of 1930, Maryville, Tenn., business, civic, and church leader.
Julian Johnson, M.D., Class of 1927, Philadelphia, Pa., nationally known thoracic surgeon.

1962

Mary Kate Lewis Duskin, Class of 1920, Atlanta, Ga., leader in social work.
George C. Kent, Jr., Ph.D., Class of 1937, Louisiana State University professor and Chairman of the Department of Zoology.
Dan Mays McGill, Ph.D., Class of 1940, authority in insurance education and research and Professor of Life Insurance at the University of Pennsylvania.
Richard Edgar Strain, M.D., Class of 1931, widely known neurosurgeon and Associate Clinical Professor of Neurosurgery at the University of Miami Medical School.

1963

Wilson McTeer, Ph.D., Class of 1925, Professor of Psychology at Wayne State University and leader in the development of the Michigan Psychological Association.
John Hurt Fisher, Ph.D., Class of 1940, Professor of English at New York University and Executive Secretary of the Modern Language Association.
George D. Webster, Class of 1941, tax law expert and partner in the firm of Davies, Richberg, Tydings, Landa, and Duff in Washington, D. C.

1964

Herrick R. Arnold, Class of 1923, research chemist for the DuPont Company and business and civic leader.
Lloyd H. Langston, Ph.D., Class of 1913, Secretary-Treasurer of Standard and Poor's Corporation.
Roy A. Taylor, Class of 1931, member of Congress from the Twelfth District of North Carolina.
Nathalia Wright, Ph.D., Class of 1933, Professor of English at the University of Tennessee, Guggenheim Fellow, and author.

1965

Paul H. Fox, Class of 1938, corporate Vice President of Reynolds Metals and President of Reynolds Aluminum Supply Co.
Sue Way Spencer, Class of 1928, Professor and Director of the School of Social Work of the University of Tennessee.
Leland Shanor, Ph.D., Class of 1935, Dean of the Division of Advanced Studies of Florida Institute for Continuing University Studies and Division Director for Undergraduate Education in Science for the National Science Foundation.

1966

Mary Sue Carson Going, Class of 1929, personnel management specialist with the U. S. Civil Service Commission, Washington, D. C.
John Albert Hyden, Ph.D., Class of 1914, Professor Emeritus of Mathematics at Vanderbilt University.
Reba Millsaps Lowry, Class of 1928, Dean of Women, Pembroke State College, North Carolina.
Clifford T. Morgan, Ph.D., Class of 1936, Lecturer in Psychology, the University of California at Santa Barbara.

1967

Raymond Floyd Anderson, Class of 1926, musician, teacher, director of the Birmingham-Southern College Choir.
Robert Melvin Arnold, M.D., x1940, University of Southern California Postgraduate School of Medicine.
Ruth Gamble Bosworth, Class of 1923, poet, educator, civic leader, Norwich, Connecticut.
David Samuel Marston, Class of 1929, manager of the Rohm and Haas Company corporate public relations, Philadelphia.

1968

Ernest Chalmers Brown, x1913, College Engineer for 46 years.
George Brandle Callahan, Class of 1920, internationally known obstetrician and gynecologist and active civic leader.
Rose Wilcox Pinneo, Class of 1943, specialist in cardiac nursing and assistant professor of nursing at the University of Rochester.
Leland Tate Waggoner, Class of 1938, Vice President for Sales of the Home Life Insurance Company of New York.
Lamar Wilson, Class of 1921, outstanding contractor and architect and devoted churchman.

1969

Lee Roy Herndon, Class of 1922, retired industrial chemist.
James Nicholas Proffitt, Class of 1938, physician and surgeon.
Fred Manget Snell, Class of 1942, Professor of Biophysical Sciences at the State University of New York at Buffalo.
Hilton Addison Wick, Class of 1942, lawyer and President of Chittenden Trust Company of Burlington, Vermont.

VISITING SPEAKERS AND ARTISTS

September 1968 to May 1969

Albert A. Gore, *Student, Harvard University.*

Lamar Alexander, *National Director of Planning, United Citizens for Nixon-Agnew.*

The Rev. Richard L. Harrison, *Associate Pastor, New Providence Presbyterian Church, Maryville.*

David G. Ballard, *Lawyer, Representative of Democratic Party, Maryville.*

Houston M. Goddard, *Lawyer, Republican State Representative, Maryville.*

Fred A. Rose, Jr., *Business Man, Representative of American Independent Party, Alcoa.*

Dr. Frank M. Cross, Jr., *Chairman of the Department of Near Eastern Languages in Literature at Harvard University.*

Gerald H. Cooper, *Director of Outreach, New Providence Presbyterian Church, Maryville.*

Jimmy D. Harris, *Head, Blount County Community Action Agency, Maryville.*

Third Eye Theatre, *Denver Colorado.*

Ramsey Lewis Trio, *Jazz Artists.*

Three Arts Theatre Group, *Maryville-Alcoa.*

Dr. Clinton M. Marsh, *Director of Ecumenical Program for Emergency Action in Africa.*

Jim Lucas, *Scripps-Howard Military Correspondent.*

Dr. Helmut Koester, *Professor of New Testament and Ecclesiastical Studies, Harvard University.*

Joseph Thomas, *Student, Yale Divinity School.*

Girvan Griffith, *Viet Nam Training Center, United States Department of State.*

Tutt S. Bradford, *Publisher and Executive Editor of* Maryville-Alcoa Daily Times.

The Rev. Jack E. Weller, *Minister-At-Large, United Presbyterian Church, U.S.A.*

Dr. James H. Robinson, *Director of Operation Crossroads Africa, Inc.*

Dr. Barnett S. Eby, *Pastor, New Providence Presbyterian Church, Maryville.*

Dr. Raymond H. Swartzback, *Chaplain at Wooster College.*

Pravda Sikorski, *Pianist, Emory and Henry College.*

Dr. V. Bruce Rigdon, *Associate Professor of Church History, McCormick Theological Seminary, Chicago.*

Professor William R. Barr, *Associate Professor of Systematic Theology, Lexington Theological Seminary, Lexington.*

James Couchell, *Office of Student Work, Greek Orthodox Church.*

Father Adrian Mercier, *Editor, Mississippi Register, Jackson, Mississippi.*

Sister Miriam Therese Winter, *Medical Mission Sisters, Philadelphia.*

The Rev. Dr. Gayraud S. Wilmore, Jr., *Executive Director, Commission on Religion and Race, United Presbyterian Church, U.S.A.*

Blair String Quartet, *School of Music, George Peabody College for Teachers, Nashville.*

The Rev. George Y. Stewart, *Bower Hill Community Church, Pittsburgh.*

Karen Roewade, *Soprano, Affiliate Artist at Maryville College.*

Tucson Arizona Boys Choir.

James Ira DeLoache, *Negro Artist and Historian.*

Ralph Boston, *Olympic Gold Medal Winner.*

United States Air Force, *Continental Air Command Band, Warner Robbins Air Force Base, Georgia.*

Dr. Kenneth Rubin, *Department of Physics, City College of New York.*

Peabody Madrigalians, *George Peabody College for Teachers, Nashville.*

Atlanta Symphony, *Robert Shaw, Conductor. Lorin Hollander, Guest Artist.*

Agnes Scott College Dance Group, *Mary C. Byrum, Director.*

Father Herbert Prescott, *Our Lady of Fatima Catholic Church, Alcoa.*

Dr. A. S. David, *Visiting Associate Professor of Economics, Carolina Population Center, University of North Carolina.*

Dr. E. B. Smith, *Professor of History, University of Maryland.*

Dr. Louis B. Wright, *Former Director, Folger Shakespeare Library, Washington, D. C.*

STATISTICAL SUMMARY, 1968-1969

1969 Summer Session 194

Classification by Classes

Senior Class	156
Junior Class	97
Sophomore Class	206
Freshman Class	316
Special and Part-time Students	15
Total number of students	790

Classification by States

Alabama	9	New York	31
Arizona	1	North Carolina	12
Arkansas	2	Ohio	62
California	3	Oklahoma	1
Colorado	1	Pennsylvania	99
Connecticut	5	South Carolina	4
Delaware	18	Tennessee	227
Florida	48	Texas	1
Georgia	20	Utah	1
Hawaii	1	Vermont	1
Illinois	10	Virginia	18
Indiana	13	Washington	2
Iowa	3	West Virginia	5
Kentucky	23	Wisconsin	4
Louisiana	3	Brazil	1
Maine	1	Canada	1
Maryland	21	Chile	1
Massachusetts	8	Guatemala	1
Michigan	6	India	3
Mississippi	4	Japan	1
Missouri	2	Korea	3
Nebraska	1	Mexico	1
New Hampshire	3	Thailand	6
New Jersey	95	Venezuela	1
New Mexico	2		

Total Number of Students 790
Total Number of States and Countries 49

ittle chapel

Consider the possibilities. The next four years you will spend in exploration. You will not only explore the new, but you will re-evaluate the old.

Maryville College can offer you a chance for exploration. It assumes that you can see patterns taking shape and that your interest lies in formulating a wholeness from these patterns. The mind is the starting point. From that point the whole individual is developed. Exploration involves the explorer and his experiences.

You are the vital factor. Your mind is a necessary part in the clarity of the pattern.

Consider the possibilities. Maryville College can offer you the chance to explore new patterns. You are necessary to our pattern; you are necessary to our exploration.

Maryville College can offer you the opportunity to help us in our search. We need the student who is eager to investigate his own mind. We can work with you—together.

Consider the possibilities. The search may be more significant than the discovery.

FOR ADDITIONAL INFORMATION

If you wish to receive an Application for Admission, or to secure additional information regarding financial assistance, complete the following form and mail to:

Director of Admissions and Student Aid
Maryville College
Maryville, Tennessee 37801
Telephone: Area Code 615 982-7191

REQUEST FORM

Name ..... Telephone No. .....

Address .....
Street City State Zip Code

High School Name and Address .....

Date graduated (or will graduate) from high school .....

When do you expect to enter Maryville College? .....

Check below the items you wish to have forwarded to you:

( ) Application for Admission
( ) Catalog
( ) Financial Aid Brochure
( ) Financial Aid Application
( ) Other—please specify:

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